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# The Clearing House

*A journal for modern junior and senior high schools*

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Our preferred length for articles is 1,000 to 2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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# TELEVISION *is* MOVING IN ON US!

By

HERBERT A. CLARK

WHETHER WE LIKE it or not, the world of the printed word is no longer in such exclusive command of the communication of ideas. We now also recognize a world in which pictures and sounds command extensive audiences. The photograph, the moving picture, the comics, the picture magazine, the radio, and now television seriously compete for the time and attention of all people.

One generation saw the capital of the entertainment and fashion world move from Paris to Hollywood and the rise of the kingdom of movie stars. The next generation has seen more than 93 per cent of our homes develop a magnetic new focus of interest, the radio.

Today the magic lantern of invention has presented us with a new genii, and for better or for worse, we are in the age of television. In spite of costs now ranging on an average from one hundred to more than a thousand dollars, the television set will likely be a common furniture piece in the majority of homes within a few years. At the New York World's Fair of 1939 it was a luxurious curiosity, but today you need not be surprised to see the multiple criss-cross antennae protruding over the sky lines of relatively decadent housing sections. The local bar is the rendezvous of curious sports enthusiasts who are unable (or unwilling) to go to the distant stadium but who can

see the razzle-dazzle performance on a television screen.

In homes where video has come, the shows, which consist of on-the-spot current events or sports phenomena or sort-of-moving-picture-like dramatizations, form a new social focal point for families and guests. The latter are frequently self-invited neighbors! People of all ages view these telecasts, and when sets are new almost anything seems to have appeal. As the novelty wears off, more discrimination enters into the selection and the set is turned on a little less often. Young people are especially attracted to all kinds of telecasts and apparently are willing to forego some previous activity interests in favor of watching video performances.

### DIRECT EFFECTS UPON EDUCATION

For all people, the telecast, like the moving picture and the radio, presents a new means of learning about life and the world in which we live. Some of these lessons are serious while many are primarily entertainment. Boredom is the crucial symptom of our civilization. Entertainment media offer a release from the confines of sameness.

Our schools and teachers are frequently as dull, or even duller, than the rest of life to which young people are exposed. Schools have traditions, many of them excellent, but many simply repeated for

matters of convenience. Teachers too frequently frown upon giving time to discuss the new revolutionary media which might take precious minutes away from assigned homework readings. Youth must learn "the hard way." All of which drives young people to steal more and more time to do something which seems to them *interesting*.

Television is at present interesting because it is new. But it is also interesting because it is realistic. It brings to the audience the real stuff of life. An on-the-spot telecast offers infinitely more stimulation than the usual literary account, just as a genuine dramatization of *Macbeth* is more effective than the silent reading of the lines. Moreover, telecasts transcend time. In less than a fifth of a second the event is ours and we have a feeling of realistic participation. Not the words on a printed page, but action pictures and stirring sounds make the telecast a dynamic drama. Youth particularly likes to deal with the immediate and the real rather than with the past or the theoretical, and has a great interest in video.

Eventually televised learning activities in music, scientific demonstrations, dramatic performances, and travel will form a regular part of the school curriculum. The powerful appeal of video's presentation makes it necessary that we re-examine our proverbial classroom teaching. Taking a cue from the telecasters, we must put more dramatic action and realism into the educational scene. Interest is a fundamental basis of true learning, but learning is also aided if the lesson is so presented that it appeals to several senses, and in particular to the eye. Television utilizes sound, sight, and action. The emotions as well as the intellect are stirred. Too many of our daily lessons are presented in a dead-pan tone and with little or no accompanying activity.

Video is in a way a rival of poor approaches to learning. The educational critics of movies, comics, radio, and television had best turn their attention to util-

izing some of the effective techniques for arousing interest which are inherent in such presentations.

This by no means implies that we can approve of the standards exhibited by these media. Critics are correct in characterizing many movies or radio shows as vulgar and sensational, or as aimed at baser emotions rather than adhering to high standards of either intellect or character. The fact is that magazines, comic books, and radio shows have millions of followers while education lacks sufficient financial and moral support. Somehow the popularity of real learning must be restored. The traditional lecture, the impersonal teacher, the rigid marking system, the outdated materials—all these and many other educational procedures must be re-examined and in most cases replaced by a learning situation which is realistic and exciting, and which meets current problems of living.

#### WHAT TELEVISION IS DOING TO PEOPLE

Monochromatic television—with pictures in shades of gray and white—will soon be replaced by color. This will make it far more fascinating and effective and will almost immediately make television appeal to millions more people. As the television audience grows, what significant effects can be noticed?

While ownership of a television set may encourage families to stay at home rather than to go out for entertainment, any permanent trend in this direction will depend upon the lasting appeal which the telecasts are able to develop. The appeal of newness quickly fades and then the more rational critical test begins. But video is a serious competitor in the calendar of family interests because it is so many things rolled into one. Here is the family entree to the movies, symphony concerts, the big sports events, the leading political speeches, and a host of other appealing goings-on.

Americans show a characteristic trend toward spectatoritis—a tendency to prefer

to watch rather than participate—and television brings affairs to them with a minimum of effort. Moreover, certain televised views are better than the average person can hope to get from a mid-audience seat. On the other hand, some people want to be on the spot themselves to see the real performance, and to let their eyes roam to pick up details not followed by the camera. Nor does the small, intimate video audience bring the realistic crowd reactions which are obtained by being actually present in the real audience. Many people therefore are divided in their reactions to telecasts, some enjoying the easier intimate shows at home, others being moved by such shows to go directly to the scene of the events for subsequent performances.

Because television demands the attention of eyes as well as ears, people are less inclined to perform some other activity while the dials are turned on than they did with radio. For this reason children tend to do their homework in somewhat less time so they may see and hear particular telecast favorites. Some are such constant listeners that there is legitimate concern over both eye strain and emotional overexcitement. At the moment, it seems that both adults and children are less likely to go to the movies if there is a television program available. With more time being spent in viewing television, inevitably certain individuals devote less time to reading.

The permanent effects of watching video cannot yet be measured. The time taken by particular persons in observing this new medium of communication must of necessity mean that some time formerly spent at other activities is to be sacrificed. For most people the appeal of a new gadget is much greater than its hold after the novelty wears off. In the case of video, some travel time previously involved in going to and from scenes of activity is actually saved and in the long run families will naturally adjust their schedules so that the essential tasks of life are done. As long as educa-

#### EDITOR'S NOTE

*Television is something that the schools are going to have to reckon with. Mr. Clark suggests that we start reckoning now. For one thing, there must be classroom work on television appreciation. And for another, our teaching methods must compete more and more with the glamor of TV—especially when televised programs gain a place in the regular curriculum. We'll have to try to make congruent triangles as exciting as "Captain Video," and a unit on transportation must be studded with gags to keep up with Milton Berle. (Teachers who can't ad lib may have to hire gag-writers.) Mr. Clark is associate professor of education and child study at Smith College, Northampton, Mass.*

tion seems essential to parent and child, time will be found for it to function. Sometimes the formalities and studies involved will take precedence over the video entertainment program and sometimes the telecast presentation itself will bring such a stirring educational feature that few would care to miss it.

#### ADVERTISING, ENTERTAINMENT, AND THE FUTURE

When radio was young, education held great hopes that this was the instrument which would bring the millennium of enlightenment. Radio, reaching nearly every home, could now pour the cornucopia of knowledge into every mind. But while educators talked, people were frequently bored and turned the dials to more exciting programs, usually something in a lighter vein. Some serious educational broadcasts may hold large audiences, and we need much more effective work of this type, but the fact is that most people listen at the end of the working day and they are tired.

Evening is the time to relax. The comedians, mystery shows, musical programs, and others of an entertainment variety are easily the most popular, primarily because of this psychological attitude of the listeners at this time of day.

Television fills a similar role. Like radio, it will be serious at times, but its dominant theme will probably be entertainment. Sometimes the entertainment approach can be effectively used for a serious purpose, as radio conclusively illustrated with its war programs and more recent documentaries. Video is a more engrossing medium which can hold its audience more readily than can radio. This advantage expands its potential as an educational instrument, if wisely used. People are not going to be any more satisfied by *seeing* a dull speaker than they were when they listened. Dramatic action, change of scene, serious moments interspersed with lighter ones, voices which hold a rich vocal tone, and personalities which compel attention are all to be utilized for effective educational telecasts.

Education can be intelligent and entertaining. The productions of Shakespeare, Mark Twain, George Bernard Shaw, or the current top play on Broadway illustrate this truth. Stuffiness, specious words, academic abba cadabra, and pious intellectual conceit have done much harm to education. Interest is basic to real learning, and people concerned with education must use every effort to make our schoolrooms interesting; otherwise the people will spend more and more time on leisure activities which are pseudo-educational. Interest is not synonymous with sugar coating, in fact the best learning takes place when the effort involved is strenuous. In the arena, the individual who finally pushes his way to the top rung of a terrifically competitive sport has done so after tedious and herculean efforts and many discouragements, but *his interest made him persevere*.

Our greatest danger in television is due

to the fact that it is a private enterprise and therefore must be paid for. Although regulated by public law for the public interest, the industry is largely a private commercial endeavor. We therefore seem doomed to listen to and view commercials which seek to intimidate us about body odors, falling hair, the latest in straw cereals, or the new jet-propulsion styles. A medium which pre-empts the undivided attention of millions of individuals can be the hope or the threat to our cultural standards. While the sale of commercial goods and services support this medium, the standards of performance are bound to be measured largely by the cash which is brought into the till.

Can education and high ethical standards hope to compete with the big-business motive in controlling television? Newspapers and magazines find the going is rough unless they keep an ear cocked for the point of view of advertisers. Excesses, however, eventually bring repercussions, and radio has had to limit its commercials and give more time to broadcasts which adhere to better standards of taste. Video will increase its public following only so long as it balances the diet of programs to meet the various tastes of the people. The role of education is to take cognizance of the radio and television and incorporate the study of this medium into the schools and colleges. At all grade levels standards of taste and appreciation for radio and television programs can be developed. The educator who ignores this responsibility is hardly preparing young people to live in today's world.

School people follow the pattern of most observers and tend to recognize the material and more obvious alterations in our society. The curriculum is filled with units on the developments in transportation and our present air age. The sciences discuss the latest health discoveries, inventions, and atomic energy. In the arts we find teenagers discussing Van Gogh and Shostakovich. In the face of these concessions to the

new world, it seems strange to find that there is nevertheless a blind spot in the usual school curriculum. It is the study of communications.

Not material changes but the inter-change of ideas forms the most significant base for the development of our social order. The media which dominate this interchange are books, magazines, newspapers, moving pictures, radio, and now television—the instrument possibly destined to outstrip all others in its total influence. Approximately a billion dollars has already been spent for the

three million television sets which reach an audience of an estimated twelve million persons. Schools would do well to reorganize their teaching materials to include appropriate attention to this significant medium of communication.

We are in the middle of the twentieth century and in the market place *ideas* still move the world. Television presents ideas in action for all the world to see and hear. Who is to control these ideas and how wise will the audience be?

I wonder!



## \* \* TRICKS of the TRADE \* \*

By TED GORDON

**A MINUTE REVIEW**—At the beginning of each period the reading of the "minutes" of the previous day's lesson will provide an effective recall, and will form the foundation of the new lesson. Each pupil in a class in turn becomes its secretary. His "minutes" are considered to be a regular composition exercise.—*Thomas E. Robinson*, Supt. of Schools, Trenton, N.J.

**SUGGESTIONS FILE**—When you see or hear of a good bulletin board, exhibit, teaching method, case study, article, or file, describe it briefly on a 3 x 5 card, including a



**EDITOR'S NOTE:** *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

sketch whenever possible. Slip the card in your "Suggestions File" to await the day when you and your pupils need a fresh idea.—*Dr. Thelma Thorne*, State College of Washington, Pullman, Wash.

**FINGER PROTECTION**—If you are going to do any work that involves using your finger tips extensively you can protect them by applying coats of colorless nail polish.

**IDENTIFICATION**—Besides putting your name inside the cover of a book, make it a practice to put it on a certain same-numbered page. (Alas!—Ed.)

**LADIES ESPECIALLY**—Why snag your nylons on rough chair legs or desk legs? Some transparent tape judiciously applied (to the legs of the furniture, not of the ladies!) will save threads and temper.

**DESK SPACE**—If your desk is against a wall you can safely gain convenient additional storage space by placing a two- or three-shelf bookcase against the wall on top of the desk.



# FAMILY LIVING *vitalizes the* LANGUAGE ARTS

By  
MARTHA M. SCHLEGEL

IN AN article titled "Are Our Public Schools Doing Their Job?", which appeared in the *Atlantic Monthly* for February 1949, Agnes E. Meyer says:

The central problem of our nation is the stabilization of our family and community life in an orderly society so that the individual will feel firm ground under his feet. Then and then only will the fears that breed hatred, rivalry, crime, and fanaticism be assuaged by a profound sense of security. And the only nation-wide instrument for establishing the unity, order, and security that are the moral imperatives of the day is undoubtedly our public-school system.

But the author does not throw the complete responsibility for this tremendous task upon the schools. Far from it. She continues:

The schools cannot decrease the divorce rate or mend broken homes. In fact, the more parents abdicate their responsibilities toward their children and surrender them to the public school, the more the home will be undermined. The children's families must be drawn into the school orbit, in cooperative endeavors to solve these problems, so the school and the parents will not be working at cross purposes, and so that the parents will come to understand more readily what the school can do for their boys and girls, and what only the parents can do for them.

In order to translate these principles into action we can, at this particular stage of planning, teach our pupils to be aware of values in family solidarity and of the necessity for strengthening it day by day; to be aware of other points of view besides their own in the family circle; to be aware of their own places and to feel secure in the family circle.

Whatever is relevant to these aims is justifiably present in the language-arts curriculum as a means of self-realization and self-

expression for the students, so that they may attain mental health by working toward solutions of their problems either by a modification of old attitudes or by a gradual adoption of new ones. Therefore, it is important to teach them the skills of the six phases of the language arts, not as separate achievements but as integral parts of the unit on family living, because ability in these skills facilitates the communication necessary for self-realization and self-expression.

A language-arts program should include six activities: appreciation, listening, speaking, reading, writing, and usage and mechanics. Consequently, any unit devised to include these would need considerable planning and preparation in order that the work would not proceed in a haphazard fashion. On the other hand, if the class was to feel that the work was developing freely and spontaneously, the teacher's guidance would not dare to be too evident. What was called for was a broad and flexible project able to be accomplished within a five- to six-week period. Within that period I hoped to establish certain attitudes within the minds of the pupils at the same time that they engaged in the six activities of the language arts.

The class which undertook the experiment was a seventh-grade class composed of thirty-five pupils whose IQ's ranged from 94 to 158. Their social backgrounds were widely different, and as a consequence their attitudes toward school work ranged from indifference to avidity.

Before the actual work on the unit began, I had told the section that they were going to be guinea pigs, a prospect that aroused

their enthusiasm. When I threw out hints that there might be some unorthodox work done in class, the pupils were more than eager to begin. We began our unit on February 7 and concluded the work in the middle of March.

I began the discussion by asking the pupils their opinions on this question: "What makes a happy family?" As they mentioned various items, I listed them on the board. The first part of the discussion elicited these: cooperation, sharing, agreeable personalities, respect on the part of both children and parents, and obedience.

After I had read them part of a sketch, "Dr. Lin Yutang and His Daughters," which appears in *Literature*, Book I, edited by E. A. Cross and Elizabeth Lehr, they added these: respect for privacy, and loyalty. Then we discussed small portions of the biography of Raymond Ditmars. After some discussion of these passages the class added security and confidence to the list.

During the discussion two other questions arose for consideration: "If you had your choice, would you choose another family?" and "If your family had its choice, would it choose you?" These two were discussed together to avoid misunderstandings and to bring the children to a realization of their own responsibilities in the family.

After the discussion period I asked for volunteers to read several books I had selected. The response was excellent if one can judge by the fact that they were read overnight and reported on the next day. At the close of the period we summed up the characteristics that make for a happy family life and decided to use them as criteria for subsequent evaluation of any material under observation.

On the second day a show of hands revealed that about 90 per cent of the pupils had discussed the project with their parents. Several had brought in magazine clippings about family living. We planned to keep a file of folders, one for each pupil, in which he could insert all material relating to the

project and class work, and any additional material he cared to bring in.

We decided to evaluate radio programs first. As the pupils mentioned the names of the programs they considered representative of family life, I listed them on the board. They ranged from "One Man's Family" to "George and Gracie." There were seventeen on the final list. They included soap operas, comedy teams, and programs supposedly representative of family life. The lumping together indiscriminately of these programs showed that the class had as yet no clear conception of what was meant by a family program. It was therefore necessary to weed out those not relevant to our purpose.

First of all, we discussed those programs that exist for the sake of the comedy. We labelled these *Anything for a Laugh*. We came to the conclusion after a discussion that, in an effort to be funny, the writers of these programs would introduce material which exaggerated situations and would, therefore, not be true to life. The phrase "true to life" became a recurring one in our discussions, for I wanted them to realize the necessity of having a healthy, realistic point of view.

I was careful not to condemn any program. The point was made that these comedy programs were legitimately funny and one might enjoy them safely as long as one

---

#### EDITOR'S NOTE

Miss Schlegel is a member of the language-arts curriculum development committee of the Allentown, Pa., junior high schools, which has been developing language-arts "units of experience" around life needs of the students. This article explains one of Miss Schlegel's units in which language-arts work was presented in terms of family-living problems. She teaches in Raub Junior High School, Allentown.

---



did not take them for actual pictures of real life. To evaluate these as well as other programs, we listed the characteristics of the happy family, and rated the programs as Poor, Fair, or Good in each of these items. Some who had pronounced the comedy programs as true to life at the beginning of the discussions admitted that they had changed their minds after the ratings were listed on the board. Following is a reproduction of the rating sheet we used for our discussions of radio programs, movies, books, and comic books:

Characteristics of a Happy Family	SCORE CARD		
	Good	Fair	Poor
1. Security			
2. Confidence			
3. Sharing			
4. Obedience			
5. Cooperation			
6. Mutual respect			
7. Respect for privacy			
8. Loyalty			
9. Agreeable personalities			
10. True to life			

Number 10, of course, was added as a final standard of judgment of the program, book, or movie.

The next day we listed soap operas under the heading *Anything to Keep You Listening*. The class decided, after a discussion that revealed some healthy satire of the form, that the soap operas were too morbid and gloomy and that their attitude toward life was not wholesome. From this discussion the class went on to talk about the possible appearance of soap operas on television, and from this point to a general discussion of television and its effect on family life. They agreed that television, like books, movies, and radio, could work for good or ill.

The fourth day we discussed the so-called family programs, "A Date with Judy," "Henry Aldrich," and "Ozzie and Harriet." There was disagreement about the value of the first two, some arguing that they were true to life, and others disagreeing and pointing out that the episodes were too often based on coincidence. They also de-

cided that too much was sacrificed to get a laugh, and they rated both programs as only Fair.

Of all the programs "Ozzie and Harriet" received the highest rating, although it did not receive Good in all traits. The following traits received the rating of Good: loyalty, agreeable personalities, sharing, security, confidence, and cooperation. It was rated Fair to Good on the question of its being true to life. One criticism concerned the characterization of Ozzie as a father, a criticism that reappeared during our discussion about comic books. The class noticed that fathers in general are portrayed as helpless nitwits, gullible, inclined to be led around by their wives, and seemingly incapable of making their own decisions. They frankly said that their own fathers were not like that and they thought Ozzie a little on the childish side.

The final conclusion of the three discussion periods was that because there was, as yet, no really good program portraying family life, it would be very necessary to educate future radio audiences themselves, so that they would demand good programs. Then the class wrote themes on the various topics of discussion: The Family Program I Would Like to Hear on the Radio, Why Comic Programs Are Not True to Family Life, How Television Will Affect Family Life, Why Soap Operas Are Not True to Family Life, What I Like (or Dislike) about (name of program). During the writing of these compositions they exchanged them among themselves, criticizing them according to the standards we had established for radio programs, as well as for errors in grammar and spelling. Then they handed them in. The themes were short but to the point and revealed a grasp of the fundamentals of our discussions. They varied, of course, in style—from the awkward to the smooth.

At the close of the period I collected funny books dealing with family life. The class had been told to bring them for the

next day's lesson. No homework assignment was fulfilled with more alacrity than this one. There was a total of fourteen titles. We spent two days discussing them and rating them as we had done the radio programs. The same criticisms the students expressed about radio programs held good here. Again the class felt that fathers were unfairly presented in comic books.

Detouring slightly, I used the discussion of comic books as an opportunity for a general discussion on the value of comic books. We studied Chapter Seven in *Enjoying English*, by Don Wolfe and Ellen Geyer, coming to the conclusion that too many comics are not funny. I showed them Munro Leaf's *Sam and the Superdroop*, a book which was still circulated at the end of the year. Munro Leaf's book is a good antidote to the indiscriminate reading of comics. Then the class wrote compositions on the topic, *My Favorite Family Comic*.

At the end of the week we had a discussion period in which we summed up the week's work. Following are some of the comments:

Beth: We learned to discriminate (Her own word).

Gordon: We learned to pick out the right type of program or comic. Even though we might go on reading comics, we know they don't represent real family life.

Susan: We have a greater vocabulary.

Robert: We know what a happy family means. We can help to make over our own.

During the week a committee of children had gone to the Allentown Public Library to select books suitable for the project. These books were to be circulated among the pupils. The children's librarian was very helpful in weeding out titles. We selected thirty books, which were later delivered to the school by one of the parents who had become interested in the project.

Two girls volunteered to be librarians. They kept the card file and took charge of book exchange, an activity relegated to the

last five minutes of each English period. We also used books from our school library. The students brought in their own books, which were also circulated, making a total of fifty-two books in circulation. This stimulated reading on other topics, for the class borrowed thirty-three books from the room library.

In addition, one pupil volunteered to take charge of the files. His job consisted of filing all school work and extra clippings in the proper files.

The third week I returned compositions. We discussed and listed major errors. These we corrected, and we had drill exercises when it was necessary. As an outgrowth of the previous week's work the children decided they wanted to write plays, radio programs, and draw comics of their own. First we listed the activities in which each child wanted to participate. Then we listed names of those who could draw well. Most of the pupils wanted to work in groups. It would have been more satisfactory if we had had several large tables around which they could have gathered, but we shoved the movable desks together and worked as well as we could.

Two groups dramatized scenes from their favorite books; three groups drew their own comics, based on true-to-life situations. In these groups two children supplied the ideas for the third pupil, who was the artist. It may be necessary to mention at this point that I accepted art work as a legitimate expression of ideas as long as it was not a substitute for written expression but was accompanied by compositions explaining the purpose of the drawing.

Several pupils wanted to work alone on original compositions. Two groups wrote original radio programs. The pupils enjoyed the creative work immensely, but I felt I had not given each group enough individual attention because the size of the class, thirty-five, prohibited it. Several compositions were in need of a greater amount

of criticism than I was able to supply at the time.

In range the compositions dealt with such topics as allowances, household chores, care of family pets, household safety, family gatherings, family traditions, and family "firsts." Those compositions which dealt with their personal lives revealed interesting facts about their backgrounds. One girl explained why there was one day in the year which was more important to her family "than even Christmas." It was the day her family had come to the United States from Latvia ten years ago. She said, "My daddy always takes off from work and we always celebrate."

At the end of the week we viewed the film, "Peiping Family," a Julien Bryan production, which the class enjoyed very much. No film on American family life was available at the time, but the contrast between Chinese and American cultures drew some interesting statements during the discussion period that followed. The film shows the need for family solidarity and cooperation. The pupils also recalled that we had begun the unit with a story about a Chinese family in America.

During the three weeks we also made spelling and vocabulary lists from words we had used during our discussions, using the same words for spelling and vocabulary tests. It was gratifying to note that some of the pupils made conscious efforts to use the new words in class. For the memory poem of the rating period the class agreed that Louis Untermeyer's poem, "Prayer for This House," was appropriate.

As the project progressed the children became interested in family history. They decided they wanted to delve into their own family backgrounds and draw up genealogical tables or make family trees. They were allowed several weeks' time for this work outside of class so that they could write to relatives and do research. One pupil wrote to a relative living in Scotland. The parents were especially interested in

this activity. Each pupil then placed his family tree in his folder. As the folders became their property at the end of the project, they decided they would save some of this material, particularly the genealogical tables, for their ninth-grade autobiographies.

As the compositions showed a lack of variety in vocabulary, we decided to begin work on adjectives and adverbs. We spent the next two weeks on these parts of speech and their correct usage in oral and written compositions. Because the pupils used few vivid descriptive words, I asked them to write a series of short descriptions, titled "Family Album." They portrayed each member of the family, choosing graphic and exact words. Many of them rightly considered their pets as part of the family group.

It was also evident that the students were weak in pronoun usage. Consequently we drilled extensively on this. We also reviewed rules of punctuation and capitalization.

Although we had commented on various books during the book-exchange period each day, I had purposely postponed a detailed evaluation of their reading lists until the close of the project because the books were still circulating. As a matter of fact, some of them circulated until the close of the term in June. We used the same criteria we had employed in evaluating radio programs and comic books.

Some books in the reading list were familiar to many of the pupils. To others they needed to be introduced. The popularity of E. Nesbit's books, with which they were unfamiliar, was gratifying to me. One thoughtful little girl noted the essential difference between the experiences of the English children and those of American children. "The English children in these books," she said, "seem to use their imaginations more and to depend on themselves for entertainment."

A few books, like Lucretia Hale's *The*

*Peterkin Papers*, were found to be too mature for seventh graders without a great deal of explanation. Other books, particularly those of Laura Ingalls Wilder, Eleanor Estes, and Elizabeth Enright, with which some of the pupils were previously acquainted, were reread in the light of our discussions. In addition to the authors mentioned, Lorraine and Jerrold Beim found favor with their *Blue Jeans* and Helen Daringer with *Adopted Jane*. The last-named was particularly good for our purpose, since the little heroine of the story had to choose between two admirable families who wished to adopt her. It was necessary for Jane to consider some of the same family characteristics we had discussed in class.

Each student kept a reading chart in his folder on which he wrote the title and author of each book, the date he received it, and a brief review of the book. Some of the pupils read through the list greedily; others had only four or five books listed. Several boys commented that there should be more books written about family life from the boy's point of view. This criticism I plan to keep in mind when we assemble next year's list of books.

A survey of the folders revealed that the clippings which the pupils had cut from magazines and newspapers covered a variety of topics. A favorite was a set of pictures illustrating the play, "Life with Mother." Others dealt with television and its effect on home life, juvenile delinquency and the home, and the comics.

The project ran its course in the sixth week. Even though the major part of it was finished, the class continued to exchange books for the remainder of the year. Occasionally a pupil would bring in another clipping to add to his collection. Sometimes the pupils would make remarks now and then during class about radio and television programs concerning family life that showed interest in the project still lived.

Appraisals, particularly of intangibles,

are always difficult. Since it is always comforting to have as much substance as shadow, I have divided the credits between the tangibles and intangibles. There is also a list of debits.

The contents of the folder supplied concrete evidence of the pupils' accomplishments. Each folder contained five vocabulary and spelling lists comprising a total of one hundred words; compositions, assigned and original; a genealogical table; clippings; art work (in approximately one-quarter of the folders); the reading chart; and a composition chart which listed titles, grades, errors which occurred frequently, and misspelled words.

The card catalogue revealed the circulation of books. As interest in reading increased, there was an upsurge in orders for the Scholastic Teen Age Book Club, which had hitherto appealed mainly to pupils in the eight and ninth grades.

What improvement was shown in mastering the skills of the language arts? In appreciation, a review discussion held one month after the class had had other work showed that the pupils were still well aware of the standards they had set for the valuation of radio programs, books, and movies. They had developed a sense of ease in expressing themselves in the classroom. The problem of drawing out the shy ones soon lost itself in the problem of giving everyone a chance to be heard. Not one day passed without some time being spent on discussion, and the students learned that each one would have his chance and that there would be time to consider one another's opinion.

This freedom of opinion was apparent also in their written work, for they learned that it was important for them to put down what they really thought, not what they thought the teacher would like to read. They also realized that their daily lives held material worthy of expression in written compositions. They applied the same standards to their own work that they had to

radio programs and books. They were forced to dig deeply within their own lives when their classmates ruthlessly asked, "Is it true to life?"

There was more enthusiasm for the traditional work in English because it was related in an unusual manner to something they experienced daily. They were reading more books than they had read before. Above all, they became very conscious of what their families were striving for and more appreciative of what their families were doing. Consequently, the six functions of the language arts contributed greatly to their understanding of family security.

There were, however, grave deficiencies. There was insufficient time for the teacher to appraise individual attitudes more carefully. The class was too large for a detailed analysis of each pupil's growth. The ultimate success of such a project depends upon individual contact between teacher and pupil. To ensure such success teacher loads must be lightened, for it is impossible to carry on such projects in five or six classes at the same time. The previous preparation and planning consumes hours of outside work.

When I launch the project again, I plan to give the children more opportunity to work on committees. They need to learn more of democratic procedures. Unfortunately, the class did not write as many compositions as I had originally planned. It was

also necessary to omit a detailed discussion of movies about family life because too few had seen the same picture. We hope to remedy this state of affairs by having necessary documentary films available. Inasmuch as I had seen very few movies, I was not able to lead a good discussion. The moral here seems to be that teacher should go to the movies more often. The brief discussion we were able to have, however, pointed to the same conclusion we had reached about radio programs and comic books: few movies truly represent family life.

To sum up, the time we spent was profitably employed, for all six phases of the language arts found expression. The project can be lengthened because there are many more devices that can be tried.

In a small way the class accomplished what Agnes Meyer says is essential for the preservation of the public-school system: "The children's families must be drawn into the school orbit." A show of hands in the class revealed that all their parents were interested in and approved of the project. One father offered to do any necessary typing; another hauled books for us from the library. At the annual Open House every seventh-grade parent who visited the room commented upon the project.

Whatever was lacking in final accomplishment, much has been done if the students realize one thing: the world is but a larger family.



### *Encouraging Greater Use of Visual Aids*

"But we buy all this equipment and then our teachers never use it!" is the discouraged cry of school administrators when they are asked about the use of audio-visual aids in their schools. Teachers, in good faith, answer, "But we don't have time!" What can be done to solve this apparent block? The four points listed below will go a long way in facilitating the use of audio-visual aids in the classroom.

Appoint a teacher-coordinator in charge of audio-visual education in the school. . . .

A little mimeograph news bulletin listing new materials (or old ones which should again be called to the attention of faculty members) can be issued monthly or quarterly during the school year. . . .

One of the most powerful ways of convincing people of the efficacy of audio-visual aids in the classroom is a demonstration lesson. . . .

Arrange for a short in-service training course in the use of audio-visual aids for teachers.—CAMILA BEST in Louisiana Schools.



# SELLING

*Publicity should aim at  
good will, not the "gate"*

## high-school ATHLETICS

By

KENNETH G. SULLIVAN

WHAT is educational publicity? Many definitions of it have been given, but Williams and Brownell sum the matter up quite succinctly in saying, "We propose that publicity is the utilization of various desirable methods gauged to influence public opinion in the direction of intelligent group action and support for worthwhile education."<sup>1</sup> Athletics, being a definite part of education, needs the right type of publicity.

For the most part, the majority of people think that athletic publicity and advertising have as their main purpose the increasing of the "gate" and the exploitation of the individual participants. Perhaps this has been the truth in many cases—and it should be remedied.

In the Longmeadow Public Schools we feel that we must educate the public on the proper aims and objectives of physical education and athletics. Knowledge of what we are trying to accomplish is essential to any real understanding of our program, and continued intelligent support rests upon reliable information. The methods discussed in this article are those that have been found effective for the Longmeadow schools.

Twenty-five or thirty years ago the athletic program was in its infancy in a large number of high schools. Many of our parents attended small high schools where there were no athletic or physical-education programs. Quite a few of our parents did

not get as far as high school. As a result, in a majority of cases the only contact parents have with the school is through the medium of school publicity. An uninformed and hesitant public mutters about fads and frills.

In a recent state bulletin, A. G. Ireland, State Director of Health and Physical Education for New Jersey, has this to say:

First of all it seems necessary to recognize the existence of a need for securing approval of our program. If that need is not acknowledged we are in danger of becoming complacent and satisfied. But the existence of a need for salesmanship should be evident to anyone working with inadequate facilities. It should be apparent to the person compelled to be satisfied with a small cinder-covered playground, or a dark gymnasium devoid of locker and shower facilities. It should be apparent to the teacher whose load calls for class after class from morning until night.<sup>2</sup>

The athletic and physical-education programs demand wise publicity if they are to maintain the position they rightfully deserve in our school curriculum. It has been proved that the school systems showing the best publicized programs are the least affected by retrenchment measures.

The athletic director in any school must follow the general plan for publicity outlined for the school system as a whole, if such a plan exists. Larger schools usually have a publicity director, and where this is so, his acquaintance should be made and his friendship cultivated. He is a valuable man to have on your side. In any case the

<sup>1</sup> J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*. Philadelphia: W. B. Saunders Co., 1939, p. 547.

<sup>2</sup> *Putting the Program Over*. Trenton, N.J.: State Department of Public Instruction, Division of Physical and Health Education, 1933.

## EDITOR'S NOTE

*As director of physical education of the Longmeadow, Mass., Public Schools, Mr. Sullivan keeps in mind that publicity on athletic events should be genuine educational publicity, and not primarily an effort to play up individual stars or pile up bigger gate receipts. He discusses problems and methods.*

athletic director should be concerned with familiarizing the people of his community with the important problems of his department. Such questions as the following should be answered adequately: Why not post-season and intersectional football and basketball games? The trained athletic director knows the replies to these questions but the general public, to which he must turn for support, does not.

The people must know what the school men are trying to do and understand it as well as possible if they are going to cooperate. Too often we shun the public until an emergency occurs and then hastily organize a campaign to raise funds or to oppose some resistive force. Campaign publicity smells strongly of propaganda. Regular, orderly presentation of reliable information, aimed to give a true picture of the problem concerned, proves its worth in the long run.

Perhaps the best avenue of publicity in any athletic program is the program itself. How many sports are offered? How many youngsters play on some kind of a team? What do the students think of you as a coach, of the rest of the staff, and of the program? In my experience, I have found that such word-of-mouth advertising by students is just about the best type of publicity you could ask for—that is, if it is favorable. The importance of an efficient and loyal staff and the quality of the director himself is tantamount. I will not go

into that subject because that is another, separate topic. Of course an esprit de corps of the highest caliber will aid in putting any program over the top.

What methods have been used to the best advantage in the publicity of athletics? Talks, newspaper stories, radio, programs, circulars, direct mail, advertisements, school papers, moving pictures, surveys, special campaigns, photographs, handbills, blotters, seals, banners, and window displays are some suggested media.

Practically everyone reads the newspaper. This, in my opinion, should be the main agency for the dispensing of news concerning the school athletic program. The newspaper might even be said to be more potent than the spoken word simply because it reaches the majority of the people in a given community. Newspapers are powerful; their influence may be constructive in publicizing a worthy community enterprise or destructive in organizing opposition against it. Since the reporter is interested in stories which have news value and in presenting facts, usually without personal bias, it behooves the members of an athletic department to know what aspects of the program can be written up to best advantage, and to develop a cooperative relationship with the newspaper representatives.

What is news? It is a consensus of opinion among newspaper men that news is best characterized by freshness, human interest, timeliness, conflict, and strife, as distinguished from other information. Thus, one way of regarding news is to think of it in terms of conflict and strife, and to dramatize certain parts of the program on the basis of these qualities. There is no question of the fact that conflict and strife are responsible to a large degree for the general interest shown in interschool athletics. Hughes and Williams think that there is a differentiation between "news" and "publicity." To quote from their text:

Sports administrators who wish to publicize their athletic program should realize the difference



between "news" and publicity. News has been described as current, truthful, and interesting information from the point of view of one who desired to be informed, while publicity is current, truthful, and interesting information from the point of view of one who desires others to be informed.<sup>8</sup>

Again, news deals with rules of conduct, the customs of a people, or a quickened social consciousness. The athletic field is fertile with such material. The most important quality of news is freshness. Reporters want the story as soon as it breaks—not hours or days later when it has grown stale and is well known. Any article that is to be classified as real news should answer briefly the questions in which the reader is interested: Who, what, where, when, how, and why. These requirements are based upon the assumption that newspaper readers are busy and that they appreciate short cuts to facts.

I learned many of these facts through experience. I was reporter for all athletics at my school along with my coaching chores. The school was in a suburban area where all news was dispensed and received through several comparatively large city journals. It didn't take too long to ascertain exactly what and how the big dailies liked their news. I found that several of my first articles were diminished considerably and some not even published.

News reporters and photographers should be received with the same cordiality and respect afforded to any other visitors. However, if the welcome is overdone the re-

porter is sure to sense the false spirit of hospitality. An efficient news representative will not be content to write stories about those things that the coach or director would have the public believe. He will demand first-hand information. Take him out to the field or into the gym, where he can get such news through his own efforts.

Another important agency for the dissemination of news within the school itself is the student publication. Parents tend to be more interested in news that their children create. Naturally, a student publication is read quite avidly by the parents. As a result the director or coach should see to it that the necessary facts concerning his department are conveyed accurately and in an interesting, newsworthy manner to the cub reporter.

Because he has frequent opportunities and obligations to appear at public meetings, before boards of education, at teachers' meetings, institutes, clinics, conventions, luncheon clubs, PTA's, and functions of a similar nature, the director should be a passable speaker. These opportunities should not be taken too lightly; real preparation for them is essential. On such occasions the director reflects the efficiency and worth of his department, which wins friends or enlists enemies for the cause he represents.

Motion pictures, the radio, coaches' clinics, demonstrations, membership in state and national organizations, and so on, are all excellent methods for the publicizing of the athletic program in a most favorable light.

<sup>8</sup> W. L. Hughes and J. F. Williams. *Sports: Their Organization and Administration*. New York: A. S. Barnes and Co., 1944, p. 238.

## Window Murals

For several years at Gallatin County High School in Bozeman, Mont., the art students have taken advantage of the huge window front of the school and have painted gigantic murals. These vividly colored pictures are enjoyed by everyone who passes, and many people in cars with out-of-state

licenses slow down, stop, and with rather amazed expressions take a few snapshots. At night the murals are even more beautiful when lights inside the library rooms shine through, illuminating the scene in soft, deep colors.—HELEN B. HAMMOND in *Montana Education*.

# Simplified Plan for Checking CLASS-SKIPPERS

By

MAGGIE A. POWELL

ANY PROCEDURE used in handling a phase of school administration or supervision must be evaluated on the basis of the specific situation and of the adequacy with which that given procedure meets the problems involved. A plan may be sane and practical for the time and place used and still be quite inadequate and even impossible of adaptation in an entirely different situation.

A part of the article, "Reducing Absences," in the September issue of *THE CLEARING HOUSE*,<sup>1</sup> gave a clear-cut description of a plan used to keep check on the attendance of pupils during the school day. The plan seemingly has been entirely satisfactory for the school in which it is used. There were, however, some parts of the routine which would be difficult to administer in some schools.

Most large schools make the homerooms heterogeneous—some by grade divisions and others by including more than one grade division. As a rule classes are assigned on a homogeneous basis—the homogeneity decided upon by some arbitrary standard. Each homeroom will have pupils leaving to go to classes not as a group but on varied programs. No list of any kind that might place pupils for the first period would be at all right for the next class. Each class period has pupils arriving from many rooms, some even from rooms of another grade division as pupils repeat subjects in which they failed to make passing marks.

Period by period attendance must be checked as pupils move freely from class to

study hall and on to class. To do this checking adequately and accurately takes time—too much time from actual teaching. But that small percentage of any group that will not conform to schedules must be recognized and accounted for regardless of the time involved. After all, pupils are in the care of the school during the day and parents have a right to expect that the school will assume responsibility for school attendance.

Methods of enrolling pupils in classes and in study halls are varied and each method has its merits. In last analysis the accuracy of class and of study-hall rolls depends upon the willingness of teachers to exercise more than casual care in making up these enrolments. Most plans place the responsibility for checking the enrolments in classes and study halls on the homeroom teacher. Carelessness on the part of either teacher may allow a pupil to be out of a class until a marking period ends. If the homeroom teacher has been given the usual indication of class enrolment and the class teacher has failed to place the pupil on the roll, no absence would be reported. The homeroom teacher would in no wise be at fault in such cases.

As the school semester opens it will take more or less time to get accurate class and study-hall rolls. The more carefully programs are made up and classes adjusted ahead of time, the less time it takes when once programs are given out to pupils. Homeroom numbers are a part of all accurate roll lists.

For most schools it is a try-and-try-again procedure to find a system of reporting class absence that takes a minimum of time for

<sup>1</sup> Ethel Hembree, "Reducing Absences: Work With Pupils, Parents, Gets Results." *The Clearing House*, Sept. 1949, pp. 8-11.

the class teacher and yet keeps the homeroom teacher aware of irregularity in class attendance. The plan outlined here seems to meet the problems in one situation. It does have loopholes which will be noted after the plan is described.

At the close of the homeroom period, which opens the school day in Rawlings Junior High School, each room sends in to the central office a list of pupils who have not reported to the homeroom. From these lists the absentee list for the day is compiled. This list is put on a stencil, using a two-column listing at the top of the page. Rooms are listed in consecutive order. The rest of the stencil is ruled into nine or ten spaces and each space numbered to show a class period. As soon as the clerk can get the sheets run from the mimeograph, a sheet is sent to each teacher in the building.

This article is in no way concerned with the non-attendance of pupils whose names appear on the absentee list of the day. The teacher in charge of the attendance work handles the checkup on this list. That teacher in turn is not held responsible for checking the attendance once the pupil is in school.

It would no doubt be much better if the same person handled both phases of the problem, but frequently the work is too much for the time allowed the teacher. Such was the case in this school. And so responsibility for class absence as contrasted to all-day absence is placed on the homeroom teacher, with such assistance as may be needed from the principal and the assistant principal.

Insofar as possible anticipated absences from classes for assemblies, field trips, athletic events, and other special activities are listed in the "Principal's Bulletin" for the day. The class teacher has this bulletin and the absentee bulletin for reference.

A glance at the seat chart for the class and at the bulletins quickly eliminates the need for reporting most absences. However, class teachers are expected to keep in their own

class registers a record of all absences regardless of cause. Beside the numbered class period on the absentee bulletin the class teacher lists the pupils not accounted for. The homeroom number is written, with the name. The class teacher does this for each class period during the day. At the end of the day each class teacher's sheet should show all pupils not accounted for on either of the two bulletins mentioned.

Study-hall absences are listed on a special sheet, since there may not be enough room in the period spaces on the absentee bulletin. Teachers may want one or more pupils from a study hall for some definite reason. In this case a note signed by the teacher is supposed to be sent to the study-hall teacher during the period. It may and usually does take some help from the office to get names of pupils no longer in school or with changed programs removed from study-hall lists. Pupils may take on or drop special assignments on study-hall periods. Every effort is made to keep the rolls accurate, but at best it takes help from the office to get those rolls straightened out so that much needless reporting is eliminated.

During the early part of the last class

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#### EDITOR'S NOTE

*Plans for controlling a sizeable student body usually have loopholes. And some students are slippery characters who can get through things smaller than loopholes. Mrs. Powell doesn't claim that the plan she describes for checking class absences is perfect. It is just a system that has been found effective in this school of about 1,000 enrollment. The faculty is still struggling to improve it. Mrs. Powell was assistant principal of Rawlings Junior High School, Cleveland, Ohio, where the plan was developed. She is now assistant principal of Brownell Junior High School in the same city.*

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period of the day, special messengers are sent to collect absence sheets, one from each class teacher. Study-hall absence lists are usually sent in as soon as made up, but any that are not in are collected.

Either the assistant principal or a clerk makes up a summary of absences for all rooms from these class and study-hall lists. Mimeographed sheets are used for these summaries. Each sheet is divided to allow a summary for six rooms at a time. Each of the six spaces is given an identifying room number and dated. A carbon is used so that the office will have a summary of class absences after the top sheet is divided and the proper part given to each homeroom teacher.

In transferring the class absences it was found that we needed to give not only the name of the pupil and the period of the absence but also the room from which the absence was reported. For study halls the period only needs to be given. The next morning the homeroom teacher receives not numerous absence slips but one slip showing all room absences reported.

It is up to the homeroom teacher to check on these class absences, calling upon the school office as needed to correct irregularities. Under this plan it is the responsibility of the pupil and not of the teacher to see that a slip is sent if the pupil is out of a study-hall to be with a teacher. After the system is in operation it is wise to refuse any and all pupils the right to cover a study-hall or class absence by a note which he wants to get later. Invariably attempts to cover absences are made when teachers are busy with their own homerooms and should not be bothered by pupils from other rooms.

As for a pupil being out of a regularly assigned class, such absence is usually allowed by the office only. There are times when last-minute rehearsals and preparations for school activities make some class absences necessary, but these should have office approval. An attempt is made to

notify homeroom teachers when pupils are unexpectedly excused during the day for one reason or another. In short, every effort is made to keep the checking on the part of the homeroom teacher at a minimum.

As for the carbon copy of the entire summary, the assistant principal uses that and adds some persuasion to that of the homeroom teacher to discourage irregularity in class attendance. When the pupil's name appears frequently on the absence sheet, the office investigates rather thoroughly. Any pertinent facts that might be useful later are jotted down on this carbon copy. It has proved helpful to keep copies for a semester. Frequently we refer back to them, as a pupil may become an attendance problem and it may become advisable to take some drastic action.

Class teachers have liked the plan, since all absences are reported on one sheet and the sheet is collected from the room. Homeroom teachers like the summary of absences. And since the class teacher is in most cases also a homeroom teacher the approval has been wholehearted. We might add that teachers have always felt free to add notes to the absence sheet, asking that a check be made on certain pupils. Teachers have appreciated the fact that the office is watching class absences and lending a helping hand as needed.

In this as in every plan there are loopholes. Pupils who come so late that the absentee bulletin has already been made up may attend as many or as few classes as they choose if listed absent. To meet this problem, a pupil who reports late is given a class admission slip which must be initiated by all teachers of classes or study halls for the rest of the day. This office admission slip is returned to the office at the end of the day.

Wrong room numbers are sometimes given with a pupil's name and the absence is reported to the wrong room. Teachers soon learn to bring this to the attention of

the assistant principal, who in turn makes a correction to the class teacher. The absence is reported to the right room by special note.

Some teachers will be less accurate than others and some will be just negligent in all reporting. These teachers will be just the same under any system, but at least under this plan we *know* what teachers are not reporting absences. It is rather disconcerting to have two periods of absence reported for a pupil who the office knows has been out of school for many more than two periods.

Pupil checkers make errors and at times, on study-hall lists, make intentional errors. These would be made under any plan and seem less likely under this system.

Once in a while names disappear from a sheet between the class room and the office. Probably fewer names disappear this way

than by way of individual slips made out by the teacher but never filed in the boxes in the office.

The plan has met our need better than any we have previously used. We shall not hesitate to modify it or make major changes if such changes seem advisable. Constructive suggestions often come at the most unexpected moments, and an alert administration is most happy to work out more efficient and more effective procedures.

This year we want to alter the form of the absentee bulletin. It is suggested that all absentees be listed in a single column on the left-hand side of the sheet and the right-hand side be ruled for nine class periods. It is believed such a listing can be more easily scanned than the one now used in the double column at the top of the page.

We shall try it.

## FINDINGS

**COUNSELING:** Of 106 Ohio high-school counselors and deans who spend one-third or more of their school day in guidance work, says Dwight L. Arnold in *Ohio Schools*, only 23% report that they devote most of their guidance time to vocational, educational, and personal counseling. The other 77% give about half or more than half of their guidance time to matters of attendance, tardiness, discipline, and failure. The typical counselor or dean of the 106 reporting spends 60 minutes a day on the preceding four matters, and only 40 minutes on counseling activities. The 40 minutes isn't enough, says Mr. Arnold: Many guidance persons have too heavy a load, and unfortunately do their skimping on counseling.

**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

**ADULT ED.:** Some 48% of 2,479 superintendents of schools who responded in a recent survey by the U. S. Office of Education believe that educational activities for adults and out-of-school youth should be entirely free, or free except for a nominal registration fee. Only 11% of the superintendents think that such activities shouldn't be a responsibility of the schools. The other 41% of superintendents favored charges for adult education, and their ideas on what the students should pay ranged from "all costs except heat, light, and custodial services" to "half the costs."

**NEGROES:** Some 70% of the faculty members of Southern colleges and universities favor admission of Negroes to existing professional and graduate schools without segregation, according to response to a poll sponsored by the Southern Conference Educational Fund, Inc., of Washington, D.C. Questionnaires were sent to 15,000 teachers in Southern institutions, says the *New York Post*, and 3,375 replied. Of the 30% who favored segregation, 25% voted for the new plan of regional graduate schools for Negroes; 3% favored education in existing schools, with segregation; and 2% voted for establishment of new graduate schools for Negroes.



# AUDIO-VISUAL *needle for* FOREIGN LANGUAGE

By  
CHARLES W. LOVY

A VIGOROUS, ARRESTING audio-visual program may help to bolster the slacking prestige of foreign-language teaching in the United States. It is one answer to the growing agitation by theorists to eliminate foreign languages from the curriculum, the customary "end of term" letters-to-the-editor by alarmed and disappointed parents, and a sinking enrolment.

In a survey reported in 1946<sup>1</sup>, 757 correspondents filled in a questionnaire designed to ascertain in which subject-field there was, in their opinion, the greatest need for audio-visual methods. Three hundred sixteen votes went to social studies, 275 to English, 41 to foreign languages (covering at least three different subjects: French, German and Spanish).

Unless one assumes that the correspondents considered the present extent of audio-visual practice in the foreign-language classroom satisfactory as compared with the use of audio-visual aids in other subjects, which would obviously be nonsensical, only one conclusion can be drawn from the result of the survey: that we have finally resigned ourselves to considering foreign-language teaching as an atavism in the high-school curriculum, meant to stay only as long as college-entrance requirements force reluctant candidates to endure two years of grammatical acrobatics.

The explanation of our failure to embark on a large-scale audio-visual program in foreign-language teaching is to be found in the fact that classroom practice has not kept pace with advances made in method-

ology since 1890. Our grandfathers would feel very much at home in most current foreign-language classes, for "the American teacher continues to devote much of his classroom time and effort to drill in the French irregular verbs and the German noun and adjective inflections, and to an ingenious invention of practice sentences, often as fantastic as those satirized by Henry Sweet a generation ago".<sup>2</sup>

These words, written 15 years ago in connection with the Modern Foreign Language Study, still hold good today. Yet not a single principle of modern democratic education, whose homeland is America, could be quoted in defense of this American practice. The foreign-language class remains the only high-school class that has not been touched by grace, and this in spite of American theoretical achievements that furnished blueprints for successful language teaching abroad. The writings of Peter Hagboldt and W. V. Kaulfers on modern foreign-language teaching as well as the entire philosophy of educational experimentalism seem to be altogether beyond the ken of many a foreign-language teacher and curriculum maker.

The reorganization of foreign-language teaching, both in curriculums and methods, is an urgent and inescapable need, and such a reorganization is unthinkable without a logically consistent audio-visual program.

Some teachers do realize already the possibilities of audio-visual aids, and show considerable ingenuity in devising funda-

<sup>1</sup> *Experiments and Studies in Modern Language Teaching*, compiled for the Committee on Modern Language Teaching by Algernon Coleman. Chicago: The University of Chicago Press, 1934, p. 30.

<sup>2</sup> National Education Association, *Research Bulletin*, Vol. XXIV, No. 4, Dec., 1946.

mentally new teaching procedures. Mabel Claire Keefauver reports on the use of a little model store in her Spanish class<sup>3</sup>, but such examples are rare. Audio-visual aids in the foreign-language classroom may, at the very best, be sprinkled on the course like saccharin powder on the pie of a diabetic to make the grammatical olla potrida less repulsive to the taste. Yet, a reel on Brittany is not intended to be screened as a reward for a class that plodded without flinching through "Le Pêcheur d'Islande" to pick out all irregular verbs and to put them into the subjunctive, but as a meaningful introduction to a grand piece of literature.

If we adopt, for the sake of convenience, Edgar Dale's classification of audio-visual aids<sup>4</sup>, ranging from direct experience to verbal symbols, in descending order of directness, drawing up a roster of audio-visual techniques for foreign-language teaching becomes a mere matter of routine. If every teacher had such a personal file at his disposal he could work these aids organically into his course. No attempt at completeness can be made here, but what seems ideal to the author may be hinted at.

Direct experience, the ideal learning situation the teacher yearns for, is not beyond our reach in the foreign-language field. The American scene is, contrary to its reputation, in many ways the ideal breeding ground for foreign-language learning. There are pupils from French homes in the German class, and students from German homes in the French class. With a little cooperation and organization, a visit at a classmate's home around the corner, encouraged by the teacher, brings the American boy or girl in contact with foreign homelife—and with a foreign language. In Europe, this means a trip of at least a few hundred miles.

<sup>3</sup> Mabel Claire Keefauver, "The Use of Audio-Visual Aids in the Study of Spanish in the Junior High-School." *Education*, Oct. 1947.

<sup>4</sup> Edgar Dale, *Audio-Visual Methods in Teaching*. New York: Dryden Press, 1946.

Many American cities have French, Italian, Spanish districts with foreign signboards, with stores where you can't buy your cheese unless you call it *fromage*; most larger cities have French, German, Spanish clubs and associations that would be glad to offer hospitality for a friendly gathering to a group of high-school students. Why not take advantage of such priceless educational opportunities? The pupils will learn nothing about the subjunctive when playing billiards with a French friend, though they may learn the subjunctive without realizing that it is the subjunctive, but they will certainly take what is perhaps the most important step in all language learning: the differentiation between the verbal symbol and the idea for which it stands. They will learn that a table may be called *mesa*, and still remain a table.

How many teachers consult the foreign consulates, information centers, and tourist agencies to obtain help for their classroom program? How many make their students read foreign periodicals, which need not even be imported? There is an impressive list of foreign-language papers published in the United States. My French file lists four papers published in this country (though there are many more): *Le Petit Journal*, *La Vie*, *Le Courrier des Etats-Unis*, and *La Voix de France*. I prefer them, for classroom

#### EDITOR'S NOTE

*If foreign languages are to be rescued from their sick-bed, or death-bed, or whatever it is they're on, it will take a strong injection of audio-visual aids, Dr. Lovy believes. In this article he discusses a wide variety of audio-visual materials, and a program for using them. He has studied at Paris University and holds a Ph.D. from Vienna University, and now teaches Spanish at the Kittredge School, San Francisco, Cal.*



use, to "the real thing," for an American pupil likes better to read on July 5 about the July 4 celebration in Washington, D. C., than to plod six weeks *post festum* through a description of a Joan-of-Arc festival in Rouen.

How many teachers provide foreign pen-pals for their students? How many make use of all the printed matter in foreign languages that is available for the asking?

The Administration Générale des PTT in Paris (Postal Administration) is literally proud to send you complete sets of money orders and other forms, and as many as you want, together with a delightfully obliging letter. Filling in the forms, which are in French and English, is an easy game for the first term of French, and one that gives incredibly rich results.

Contrived experiences, to use Dale's term, such as the model store already mentioned, have been somewhat discredited since psychologists first doubted the soundness of the "direct method." Yet, what better method have we devised to teach telling the time than a model clock? Without subscribing fully to the direct method, every teacher may take suggestions from it: a color chart to teach the colors, a model dining-table to teach the paraphernalia of eating are, according to all principles of learning, preferable to the usual vocabulary list.

Teachers know the pupils' conviction that a foreign language is nothing but an abstruse set-up, cunningly devised by outlandish creatures bent on complicating things which can be said so easily in English. They also know that they have to break down this conviction before effective learning can start, but not all know how to go about it. The most effective, probably the only effective method, is to bring the pupils into direct contact with the foreign atmosphere: a trip to Paris or Madrid would be fine, but shelves of changing exhibits in the classroom can achieve good results too. Coins, banknotes, stamps, trinkets, flags, photographs, bus tickets, "priced"

saucers from a Paris sidewalk café, and many other realia bring Paris and Madrid right into the classroom.

In the foreign-language field too, films are an audio-visual medium of paramount importance, but they are worthless in the teaching-learning process unless they form an organic part of the course.

There is, first of all, the film that provides motivation for the study of the foreign language. All too often its screening is considered a waste of time by those who consider the school counselor's advice to the pupil a sufficient motivation.

There is no doubt, however, that nineteen minutes are well spent, in the beginning of a course, on the screening of a film such as the March of Time reel, "The French Campaign," which shows the liberation of France. The subject is of supreme interest to American youth, awakens interest in and sympathy for France, and satisfies the modern need for socially significant material "even" in a foreign-language class, where it serves a useful purpose though its narration is in English. Other examples in the same category are "Romance of Radium,"<sup>\*</sup> "Lafayette, Champion of Liberty" (Academic Film Co.), and March of Time's "New France," which surveys the political and economic problems of post-war France. Such films clear the path from the outset by convincing the students in good, unmistakable English that the French have done something more than just invent a baffling number of tenses for their verbs.

Meaningful material of a different kind is provided by reels with narration or dialogue in the vernacular covering one phase or another of the foreign nation's life. The screening is bound to be a mere waste of time, however, unless the film can be organically tied into the course, and unless its subject is significant for American youth. A good example is the Encyclopedia Britannica film, "French-Canadian Children," which covers the home life of our good

\* Teaching Film Custodians, Inc.

neighbors to the North. A very advanced class might be able to appreciate, under expert guidance, the Canadian flavor of the French dialogue, but in any class this film will provide a splendid introduction to the classroom classic, "Marie Chapdelaine."

The number of short versions of feature films based on French, Spanish, and German novels frequently read in school is legion, and the thorough understanding of plot and atmosphere, made possible through the English dialogue, always makes for that ideal reading situation: speed, coupled with accurate understanding.

The difficult problem of the conversation lesson can also be brought a step nearer to solution with the aid of suitable films. A good example is "Byways of France,"\* with its windmills, old churches, costumes, and shots of popular festivals from Normandy and Brittany. It offers a factual basis for meaningful "leçons de choses," for what a poor translation of "coiffe bretonne" is Breton headgear, unless one actually sees the old Breton peasant-woman with her "headgear."

There are even films with foreign narration or dialogue that may be used as far down as the second term, or even the first, and it is to be hoped that more and more will be forthcoming in all languages. The French Embassy in Washington, D. C., has put out "Le Grand Verrier," showing French glassblowers at work. The reel is accompanied by a script in French and English which makes it still easier to follow the slow narration, consisting of but a few detached sentences. "Mexico, Ciudad Encantadora" is nearly as simple to follow, and gives the student, in the early stages of his work, a feeling of useful achievement instead of one of frustration, as work in the foreign languages too often does.

Another mechanical audio-visual aid, which raised the highest hopes when first introduced into the classroom, has not yet found its proper place in the teaching pro-

gram—the phonograph. Though used extensively in the Army classes, the report<sup>7</sup> on these classes admits that records served hardly any specific purpose. It is hard to see what advantage the recorded voice should have over that of the teacher, but the author once succeeded in stirring to new life the slacking interest of an advanced class in German by playing records from Wagner's operas, accompanied by pictures of the performance, screened with the help of an opaque projector.

The report on the Army language classes complains that the records used were neither topical nor connected with the course, and this criticism holds good for high-school teaching as well, but the day may come when records for specific use in foreign-language classes, designed in cooperation with teachers, will be put out in greater numbers than now. Simple phrase and word lists to accompany the records, as they should accompany movies in a foreign language, would be a boon. Whenever they are not provided, the teacher can make them out with little effort.

Records come in very handy—and are not sufficiently used—to teach foreign songs. Most teachers realize the educational value of such teaching, but shrink from the task, knowing that their voice cannot rival Caruso's. A clear record and the text on the blackboard will do the trick.

A relative of the phonograph, the recording machine, is being used wherever work on pronunciation is considered sufficiently important. It is doubtful, however, whether it actually is an important objective on the high-school level. The high-school teacher is less concerned with niceties of pronunciation than with fundamentals, and these can probably be taught more effectively with the help of a mock-up of the speech organs. Such a mock-up is an essential teaching aid when it comes to crucial prob-

\* Teaching Film Custodians, Inc.

<sup>7</sup> A survey of language classes in the Army Specialized Training Program. New York: Commission on Trends in Education, Modern Language Association of America, 1944.

lems of pronunciation, such as the bi-labial Spanish *b*.

Another field as yet uncharted, or nearly so, by the foreign-language teacher is broadcasting. Broadcasts in French, Spanish, German, and Italian are on the air regularly right in these United States, and my French file lists not less than three American stations offering broadcasts in French of educational value—but my file is far from complete.

Innumerable sources for audio-visual materials, including the most inexpensive, are available to the resourceful teacher. An impressive bibliography and list of useful addresses accompanies W. V. Kaulfers' *Modern Languages for Modern Schools* (McGraw-Hill, New York, 1942). *An Auxiliary Syllabus in Modern Foreign Languages*, drawn up by L. A. Wilkins et al. for the Board of Education of New York in 1939, lists "kulturkunde" material and audio-vis-

ual aids for four-year courses in French, Italian, German, and Spanish.

But one need not become a research worker in order to assemble such audio-visual aids. A French department store in San Francisco carries, for a nickel apiece, illustrated postcards showing every corner in France that is worth showing. Foreign stamps and coins are obtainable everywhere. A "picturol" filmstrip of the Society for Visual Education endeavors to make the fine points of grammar visible—and more palatable. Tourist agencies provide you willingly with tons of illustrated folders, and if you happen to receive, as I did, the one entitled "France is waiting your Visit" (SICI), you will find your way back to grammar via your audio-visual program. Your pupils will hear once more that the French do not use a preposition after *attendre*, but this time they will not forget the lesson—for it was an audio-visual one.



## Recently They Said:

### *Experts All Around You*

The fact is that an amazing number of people in any large community can qualify as specialists in fields of concern to the school curriculum. Some of these individuals are familiar with industrial and business processes; some grew up in remote parts of the world; others have collected stamps, antiques, dolls, miniature objects, or Kodachrome slides, have been witnesses of notable events, or are skilled in an art such as Indian dancing, puppetry, operating a spinning wheel, or stage lighting. Many of them would be happy to share their knowledge, memories, treasures, and abilities with school children, and some of them have. But in most cases we have just not thought of asking them.—GORDON HENDRICKSON in *The School Bell* (University of Cincinnati Teachers College).

### *Spring in the Autumn*

One school man remarked that his year always had two vernal seasons: one in the spring, when he started his garden; and one in the fall, when he started his classes. In each he faced a new crop of growing young things; in each he wondered

what maturity would bring. That idea highlights one of our most common rhetorical errors. We sometimes speak of "building character," "giving children a foundation for later learning," etc. Children are not built; they grow. Nourishment and climate are the key to their failure.—H. H. RYAN in *Secondary School Bulletin* (N.J. State Dept. of Education).

### *Selling a Building Program*

Towns need buildings and equipment for their ever-increasing enrolments. Some people will say that this is not the time to build, that costs are too high. But, for many, the time is never right to do the thing in which they are not vitally interested. Every day in the year, we must convince these people that these are *their* schools and that *they* must decide what they shall be.

The real test of whether we can afford good school facilities, an effective program, and good teachers, lies in how well citizens are convinced, how well they understand the importance, and how much they are willing to sacrifice to fill their wants.—STANLEY W. WRIGHT in *The Massachusetts Teacher*.

# LIBRARIAN INTO EDUCATOR

*\$200,000 Library Inquiry  
develops new training plan*

By  
JOHN CARR DUFF

THE COMMITTEE for the Public Library Inquiry of the Social Science Research Council is now publishing its findings concerning changes that are desirable in the training of librarians. The report will make specific recommendations concerning the training of school librarians and librarians who specialize in work with children in public libraries.

The evidence the committee has accumulated in its study, which took two and a half years and cost \$200,000, has many implications for schoolmen. The committee, it is indicated in the tentative edition of the report on library personnel and training, will recommend that school librarians and children's librarians be trained, not in library schools, which has been the standard practice, but in teachers colleges.

The Inquiry committee makes the point that school librarians must be, in almost all states of the union, licensed by the state education department. They are expected to know the theory and practice of education as well as the theory and practice of library organization and administration. The library schools, it is inferred, will not find it convenient or economical to provide extensive instruction in the body of knowledge basic to teaching. The schools of education and teachers colleges are invited to take over the training of school librarians.

The Inquiry committee, with commendable logic, goes the next step: the librarian who specializes in work with children in public libraries that maintain special services for children should have professional training that is in most regards like that which is appropriate for the school li-

brarian. A knowledge of children's books, of children's reading interests, abilities, and habits is as important to the librarian who works with children in the public library as it is to the librarian who is the children's reading counselor in schools. The specialist in work with children, the committee will recommend, should be trained in schools of education rather than in library schools.

There will be, undoubtedly, a significant lag before the recommendations of the committee become effective. The practice of the library schools and the practice of the teachers colleges will not be changed overnight. However, the trend is indicated by the nature of the committee's recommendations.

In the past (and in the present, for that matter) there has been relatively little coordination between teachers colleges and library schools. The librarian who wishes to serve in a school must take whatever courses are required in educational theory before he (or she) can be issued a state license. The teacher who wishes to become a school librarian must take the required courses in the techniques of librarianship as offered in library schools. It has been left to the individual teacher-librarian or librarian-teacher to reconcile the two kinds of training.

In fairness to school librarians it must be said that a surprisingly large number of them have had sufficient insight to make their practice consonant with good librarianship and with good teaching. They have sensed that the library is not an adjunct to the rest of the school program but is, quite by contrast, the principal service agency for all the students and all the teachers, whatever their interests and pur-

poses. The librarians in our schools have, by common sense and uncommon insight, made the library the powerhouse for the learning process.

However, it is reasonable that the school librarian should not be left to discover by trial and error the relationships that exist between the library and the classroom. It is a long step ahead to classify the school librarian as an educator, a member of the faculty in good standing. It is significant that there is a movement now toward the improvement of training for teacher-librarians which will put the major emphasis on the learning process and will de-emphasize, perhaps, the traditional preoccupation with the mechanical, clerical, and managerial aspects of the librarian's duties.

There are new possibilities for coordination between the school and the public library: when the specialist the library employs to work with children has had professional training in many points similar to that provided for teachers, there will be a ready basis for understanding between representatives of the public school and the public library.

*Combined Operations.* For all educators who are interested in education as a community process (rather than education as schooling), there is good news in another part of the report of the committee for the Public Library Inquiry. It is recommended, in the tentative draft of the committee's report, that the traditional training provided for public librarians be extensively revised. The clerical aspects of librarianship have, in the past and up to now, taken too large a part of the time available for library training. There is a strong feeling among librarians and library administrators that professional training should include courses in psychology, community organization, public relations, and other fields that will give the professional librarian a sense of how the library as a social agency can best serve the individuals, the groups, and the community that patronize it.

Librarianship, whether it be profession or craft or trade, has very old traditions. Several hundred years ago all books were rare books compared with the books on all subjects available in great number today. The librarian, in earlier times, was the custodian of the books, and the books were privately owned and used by the privileged classes. The evolution of the public library has been a part of the evolution of democracy.

It is only in our times that the librarian's function has been perceived as related intimately to the democratic process. The public librarian is a member of the team to which belong the teacher in the public school, the professor in the public college, the leader of civic and cultural groups, and all the others who are professionally engaged in the improvement of our democratic institutions.

In many colleges that specialize in the professional education of teachers and school administrators there has been a revision of the curriculum. It is more generally understood that teachers serve best when they serve competently as community resource persons. That is, they are no longer teachers of algebra or of biology or of English. Nor are they teachers of boys and girls. They are the professionally trained, officially licensed, and duly responsible agents of the community and the state in matters pertaining to all aspects of education. Their professional education includes practice in working with adults as well as with children and youths. It includes practice in working with adults engaged in finding solutions to real problems. It is no longer merely a matter of passing examinations made up of academic problems—Mr. X and Mr. Y are not our concern, with their hypothetical digging of hypothetical wells, for we are working with real people.

It is gratifying to know that, if the present trend continues, the professional librarians will be educated by a process that will make them consistently more aware of the



## EDITOR'S NOTE

*We understand that this article is the first to appear in an educational journal concerning the important recommendations on new directions in the education of school librarians, to be published by the Public Library Inquiry of the Social Science Research Council. The study took two and a half years and cost \$200,000. The recommendations discussed in this article are that school librarians be educated as teachers and community agents as well as librarians, and that this be done in teachers colleges, not library schools. Dr. Duff is chairman of the Department of Adult Education, School of Education, New York University, and an associate editor of THE CLEARING HOUSE.*

relationships that exist between the library and the school as community agencies. Librarians who make up the professional staff of a public library will have prestige they could not have if their duties were mainly those of a corps of file clerks.

The public library, more than any other institution in our culture, is the true college of the people; and the librarian who knows not only books and the other library re-

sources, but men and women and their hopes, ideals, and purposes, is able to be an effective agent for education.

To be graduated from high school or from college a person must be graduated into something. Many high-school students are graduated into college; some college students are graduated into professional schools. But for all of us, graduation into adulthood and adult responsibilities is the ultimate goal. All education is preparatory—preparatory to performance. In a culture characterized by continuing change, education is a continuing process. Nobody ever finishes the course! One graduates from systematic instruction under the direction of teachers or professors; and one begins then the long-time search for more complete understanding, more thorough knowledge, more social skill in the use of both knowledge and insight.

It may not be noted in the histories. (The historians are more likely to record the evolution of bigger and better bombs and more frantic and futile research for defense against them.) It may not be noted by some educators. But the report of the Public Library Inquiry is eminently notable if it promotes the changes in professional education which will make librarians more effective social agents in the process we call Democracy.

## Two Kinds of Teachers

In discussing this question of great teachers with many people, I found that a number of them distinguish between their most "finished" teacher and their "best" teacher. It seems that the finished teacher would always start at a very specific point in a lecture or discussion and proceed in an orderly fashion to a definite conclusion. There were no apparent doubts in his mind and no hesitations in his manner. Indeed he often talked "like a book." When he finished a point, it was clear and simple. When he finished a subject, it was closed. . . .

On the other hand, the best teacher often started at the wrong point and made several false starts.

He was tentative in his inferences and often hesitant in his manner. He would get off on a tangent and then ask the students how they got there. He frankly and frequently confessed his ignorance. His eyes would often be fixed on a distant point as he thought out loud, often to the dismay of the students. At the end of a discussion he would leave at least some loose ends—which were live ends. He made few things completely clear and simple. But he made his students think and he opened windows and he pointed to the horizon beyond.—From *Great Teachers*, edited by HOUSTON PETERSON, reprinted by permission of Rutgers University Press.

# DIE BRÜCKE:

*A summer of work  
and fun in Europe*

## George School's Work Camp in Germany

By

ARTHUR H. BRINTON

ELEVEN George School boys and I have just recrossed a unique bridge to international understanding.

We made up last summer one of the first student work-camp projects to Germany since V-E Day. For six weeks we shared our lives with the boys of Jacobi Gymnasium in Düsseldorf and helped clear their school of the bomb-rubble of war time.

We came away from this experience knowing that European problems will never again be to us just "foreign problems" and that, on the other hand, a lot of Germans will perhaps think of Americans as friendly, sincerely helpful, and eager to learn.

This work camp, which seemed to us the finest bridge to better understanding between nations and peoples, was the third step in an international friendship which began at George School in 1947.

In that year a number of Friends schools and others were searching for a way to bridge the gap of unacquaintance and misunderstanding that has led to earlier wars. Friendship between students across national boundaries seemed to be a logical first step.

A George School history teacher, then serving with the American Friends Service Committee in Germany, selected—since we are coeducational—a girl's school in Berlin, the Gertraudenschule, and Jacobi. Letters were exchanged that introduced our American students to young Germans and that began to let into Germany the light of outside understanding that for so long had been cut off. Pictures, gifts and joint contributions to two pamphlets flowed both ways. Then last year a Jacobi teacher, Dr. Ernst

Koetter, spent nine months with us, teaching, traveling, and contributing richly to our community life and our appreciation of German culture.

The idea of extending and consolidating our friendship by bringing a group of students together in a work project arose during visits of George School teachers to Düsseldorf. Possibilities were explored by our affiliation committee in conferences and in correspondence with the Jacobi committee, and last winter volunteers were called for. Of those who signed up, with the knowledge that responsibility, language and finances were requisites, eleven were selected, and in February began the orientation course.

The training was dual: German classes once a week for both beginners and advanced students, and a seminar in history, international relations, and Quakerism. Of course the prospect gave point to many other relations and studies that before had been routine.

In the Jacobi School a like group was chosen by students and faculty, and searching thought was given to finding the most practical work for the campers and the best site and program for the camp. When it was decided jointly with George School to concentrate on clearing rubble and to have the group live on the scene, the Düsseldorf city authorities immediately commissioned workmen to make rooms in the Rethelschule habitable, and to install showers, a kitchen, and other essentials.

Newspapers got wind of the plan, too, so that many Düsseldorfers became interested in the idea and were eager to see



what would come of this venture. The American Friends Service Committee facilitated the project by lending its name as sponsor, and an international foundation interested in Germany gave generous financial aid.

Thus, with preparations complete, our company of thirteen, including Dr. Koetter, the visiting teacher, sailed late in June on a U. S. Lines transport and on the Fourth of July stepped off the train in the Düsseldorf hauptbahnhof. Hundreds of Jacobi students and teachers and parents and townspeople were there to welcome their friend home and to assure us that we were no less welcome. In the weeks following we had no reason to question this, from those connected with the school or people met in street, shop, or tram.

The work of cleaning up the badly damaged Rethelschule building had been undertaken during the spring by Jacobi students while repair work was going on. A teacher had been appointed director, with a student assistant. These two—the student a member of the camp—continued in overall charge, but the actual running of the camp was left for the 24 campers to arrange. On the evening of our first full day in camp, consequently, we met in a planning session in which everyone was urged to say his democratic say.

The German students were at first hesitant to participate, partly because they were used to being directed by superiors and partly because they distrusted the procedure as just more talk. But when they found the nominal directors saying little and the Americans actually beginning to arrange the summer, they joined in.

We agreed upon a four-man committee of management, two German, two American, to be elected weekly, who would be legislative and executive, and a daily changing work squad of four, also two and two, for meal preparation, cleaning and odd jobs. The working hours were to be long enough to accomplish a real job and short

enough to permit visiting, trips and leisure—five hours a day. Some evenings should be spent in the camp for singing, discussion, entertaining, and sports. Weekends and Sundays were to be open for invitations to families of German work-campers and correspondents, and for trips. Whenever any matter needed the consideration of the group, the committee could call a meeting or use meal-time for the purpose.

Finally, we decided to have a short silent meeting, in the Quaker manner, after dinner every evening. The psychological and spiritual reasons for this suggestion had to be carefully explained to the Germans, who, when they had thought it over, agreed that it might have value.

All this, and work of the succeeding days, began to draw us together. Visits to the Jacobi School, still in session, and participation of the Americans in the track and field events and soccer game of the School "Sommerfest" accelerated the acquaintance. Entertainment of and by other youth groups and the many exploratory and educational trips undertaken by the camp were additional steps in forming a homogeneous group. English actually became the camp language, although we made some effort to speak German on alternate days. Both the politeness and the language competence of the Germans, coupled with our

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#### EDITOR'S NOTE

*For six weeks of the past summer, eleven boys from George School, a Friends secondary school at George School, Pa., lived in a work camp at Düsseldorf, Germany, with a like number of German boys. Their project was rubble clearing, but their purpose was to study, work, and play together and come to a better understanding. This is the story of the six weeks. Mr. Brinton, who teaches English at George School, accompanied its boys on the trip.*

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own relative weakness, prevented the fairer arrangement.

Our cuisine was a mixture of German and American, with supplies from three sources: American Friends Service Committee shipment, British rations for the visitors, and the standard ration for the Germans. Cooking became a cooperative adventure, the boys experimenting and competing in the preparation of special dishes, and of course the meals themselves were opportunities for sharing.

Many individuals and organizations of the neighborhood, some with Jacobi—or Rethelschule—connections, contributed to the success of the camp. To mention a few: each of us was given a free pass on the Düsseldorf tram lines by the transit company. Breakfast rolls and the mid-day meal were contributed to us. We were taken on a trip down a coal mine in the Ruhr and through a great soap and household products company, with entertainment after each trip. The port authorities of Duisburg, the great inland-harbor city of the Rhine-Ruhr valleys, gave us a boat tour of the harbor.

Tennis players in camp were invited to enter an international tournament at a leading club and all the work-campers received passes to the matches. We were guests of the city of Düsseldorf on a 3-day Rhine boat-and-hiking trip along with local youth groups and 100 or so young people from Reading, England.

Although the papers published stories and pictures describing the work of the camp and the reasons for its existence, our best publicity was the appearance everywhere of the American and German boys in pairs and groups and the impression the Americans made upon families and all others they met. The more they were seen in Düsseldorf and elsewhere in the Rhineland, the wider currency was given to the ideals of mutual understanding through

working and living together. And the education we received was of the most realistic kind: conversations around the coffee table—on Rhine boats, in busses and shops—and observations of conditions in a heavily bombed key city, slowly formed impressions of people, problems and attitudes, and on all sides, rebuilding and belief in a constructive future for Germany.

When the camp disbanded in the middle of August, we came away believing that the German people wish to, and with reasonable assistance can, build a cooperative state to assist in European recovery. Young people in school had a hopeful though sober outlook and were eager to learn truly democratic thought and procedure (not the sham they have sometimes witnessed). This remains a strong impression with us, even though seemingly competent and knowledgeable observers are taking a pessimistic view of the future of Germany.

It may be that the spiritual approach, or possibly the level of contact, comprises the difference. We certainly returned from Germany strong believers in the efficacy of work camps in creating understanding and constructive attitudes. Our camp was only one of many operating in Europe this summer, all with the same general purpose. It was one of the few for adolescents, and was the only camp in which affiliation between a German and an American school supplied the background.

We are already planning our camp or camps for next summer—perhaps with the Gertraudenschule, our Berlin affiliate—and are eager that others may have the same rewarding experience for themselves.

George School's fourth step in affiliation is being taken this year, when we have with us two visiting students, a girl from the Gertraudenschule, and from the Jacobi Gymnasium a boy, who was also a member of our work camp.

# LETTERS ABROAD:

## *Schoolwide project at Will Rogers High*

By

TOMMIE BARNES

"I ALREADY wrote for an American pen friend more than a year ago but did not get any answer. Can you get one for me?"

"To write a friend I have never met is a great pleasure and, moreover, this letter, I hope will make us intimate across the vast and blue."

In such manner, foreign youth from all parts of the world write to Will Rogers High School, Tulsa, Okla., and we find that large numbers of American boys and girls like to answer. Teachers of English, capitalizing on this desire, make their instruction in letter writing unbelievably functional, while helping future tourists to see why, as ambassadors of good will, Americans have an obligation to be modest and considerate.

Teachers of world literature, world geography, or world history are usually delighted to give time for sharing and for answering these letters that come from the ends of the earth, for then our youngsters

are full of questions about the countries from which the letters came.

Students themselves feel that they can help spread the American way of life as they read such items as these in the foreign letters:

(From Japan) "We have a self-government committee in our school. I think you also have the committee like this in your school. Tell me."

(From Germany) "You see during the six years of war German youth had not any connection with the other young people. Now war is over and it is possible to hear something about foreign countries. And we are interested in everything, especially in the way people are living in America and England."

(From the Russian zone in Germany) "I am rather keen on getting into contact with an American boy who wishes to tell a German guy about America."

Many an American lad is encouraged to study current events somewhat more earnestly as he reads letters which, though written by boys his own age, show more maturity of thought than that which his fellows exhibit. A large per cent of the letters from the European boys and girls express thoughts similar to the following, from Germany: "My special interest is to learn the thoughts of young people of other nations and races about international problems."

Perhaps our sheltered high-school people can get a glimpse of what war really means to innocent victims, who, like the average American, had no desire to engage in war. One German boy writes, "You must realize the Nazitime to be like a bad dream, which now our country awoke from. The effect is we must now have a new beginning. Therefore it is very important for us to hear some-

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### EDITOR'S NOTE

*"With the cooperation of many faculty members," writes Miss Barnes, "we have hundreds of our students writing to foreign youngsters in numerous countries. We believe wholeheartedly in the activity as a means of developing peace and understanding. I hope this article encourages teachers in other schools to stimulate international correspondence." Miss Barnes teaches English in Will Rogers High School, Tulsa, Okla.*

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thing of peace-loving nations based on a democratic foundation because we must learn from the bottom."

Incidentally, teachers smile knowingly as their students comment on the beautiful handwriting in these foreign letters. Again, they are pleased and, at the same time, freed from having to sermonize as the children come to realize that a slang expression will not suffice in writing to a citizen of another land.

Instructors find orals—all special studies, for that matter—much more interesting after their American correspondents have begun to receive newspapers, magazines, and souvenirs from all over the world. Descriptive bits from letters help to enliven the work, too. For example, one Japanese boy writes, "Our town is famous for its Amadance which is danced on the Obon as a celebration in memory of the departed. Obon is probably the most popular and the most serious of all the annual festivals in Japan. It is held from 13 day to the evening of the 16th of July."

Indeed, international correspondence is one of the techniques which will enable us in the fields of English and social studies to push forward to where science is today:

to an area that knows no limitations, no borders, no races, creeds, or colors. Surely American teachers do not need to *talk* more about airplanes that can travel more than six hundred miles an hour, the Russian acquisition of the atomic bomb, the necessity for world understanding.

Teachers wishing to start their students in international correspondence, as one means of promoting this world understanding, can get foreign student letters or addresses from the U. S. Office of Education, Washington, D.C. Probably there are war brides in their communities who can supply addresses of teachers in other lands. Missionaries from the various churches are glad to assist. Many church publications for American youth will supply addresses. Sometimes people living in the community have relatives abroad who would be pleased to be asked for assistance in such a project. People who have been exchange teachers can be most helpful.

Having started this activity, teachers in other schools will be as enthusiastic as the ones in our school are and will, I am sure, as a Japanese girl wrote, "walk about healthy like antelope's foot with angel of smile, having a sweet voice."



## Fun in Consumer Education

Textbook material in consumer education is rarely adequate. It must be supplemented by a series of pamphlets, newspaper clippings, magazine articles, advertising material, and so forth. We constantly look for and collect this material. Because pupils on their own initiative bring magazine articles to class, or wish to tell what they heard over the radio, or ask to discuss an article from the daily newspaper, I know that our consumer course is living, vital, not just a bunch of cold facts out of a book.

Why do I like to teach consumer education? It means hours of hard work; it keeps my classroom in confusion because of the material scattered about; it requires constant revision. But I am still enthused enough to prefer it. Why?

Because pupils say to me, "I never learned so

much in any one course." Or because they ask, "Why don't we have more subjects like this? Here we discuss problems about which we really should have information." Or because someone informs me, "I told my father what we were discussing in class. He wishes he had had such courses when he went to school." Or because, at times, some teacher boosts my morale by saying, "I think I'd like to take that course. I hear your class laughing so much. You must have an awfully good time in your consumer-education class."

It's real work; it's never finished; it changes from semester to semester and almost from month to month. But, believe me, I think it is *fun* to teach consumer education. It keeps me out of a rut and provides a constant challenge. Try it!—RUTH GRIFFITH in *Business Education World*.

# REMEDIAL *Reading:* a School Checks Its VALUE

By  
DELPHA DAVIS

WHAT CAN we do about it?" During the summer following my first semester of experimentation with retarded freshmen, this question persisted in intruding at the most inopportune moments. What could we do? Could we do anything? Or had these children reached the limit of their learning capacity and were we wasting our time trying to force "book learning" upon them?

When school opened in September 1948, we determined to establish a testing program which, at the end of the school year, would show not only whether these backward readers were remediable, but would also provide a satisfactory means of measuring the progress made by each child.

To begin with, for almost every entering freshman we had a rating on the Otis quick-scoring mental-ability test. Then before the end of the second week the entire freshman class was given the Progressive Reading Test, Form A. Those boys and girls for whom these preliminary tests showed both low I.Q. and not better than sixth-grade reading ability have made up my slow-moving sections.

Since the Otis test is largely verbal, we felt that for very poor readers, and especially for children with a language handicap, this score might be misleading. Consequently early in the year the system psychologist gave my two retarded classes the Revised Beta Examination, which is largely non-verbal. By comparing the Otis and the Beta scores, we were able to classify each pupil tentatively as either slow-learning or remediable.

If the two I.Q.'s were reasonably close

and both low, the child would presumably progress very slowly; if the two showed a marked difference, we felt that the child had the ability to progress fairly rapidly and overcome whatever difficulty had caused his retardation.

In order to determine what phase of reading had caused the retardation, before the middle of the first semester we gave the Gates Intermediate Reading Test, which provides separate scores on vocabulary, level of comprehension, speed of reading, and reading accuracy. Then early in May—just eight months after giving Form A of the Progressive Reading Test—we gave Form B of the same test.

Let me illustrate with actual cases what the tests showed us.

Georgia and Betty had scored 81 on the

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## EDITOR'S NOTE

*Are remedial-reading classes worth the time and expense? Are badly retarded high-school freshmen with low I.Q.'s and low reading ability worth working with, or have they reached the limit of their learning capacity? In the February 1949 CLEARING HOUSE, Miss Davis' article, "Heart, Mind, and Indignation," dealt with the retarded pupils who had been assigned to her for remedial-reading instruction, and her efforts to help them. Now she gives the statistical results of a year's work with the pupils, and is glad to report that it pays. Miss Davis teaches in Phoenix, Ariz., Union High School.*

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Otis and 115 on the Beta. Elmer had scored 98 and 116 respectively; Tom, 80 and 110. The Gates test indicated that Georgia's difficulty was lack of vocabulary, on which she rated 3.9 (third-grade ability). Betty's reading speed rated 4.5; Elmer's vocabulary and reading speed both rated 4.5; Tom rated 4.9 in level of comprehension. These children scored as follows on the Progressive Reading tests:

	September Form A	May Form B	Gain
Georgia	6.1	7.3	1.2
Betty	5.6	7.5	1.9
Elmer	5.4	6.8	1.4
Tom	5.4	7.7	2.3

A grade placement advance of .8 indicates normal progress for an eight-month period.

Although Carmen and Consuela did not show the I.Q. variation noted in the four cases just cited, theirs was a different problem, for their difficulty to be overcome was almost purely a language handicap. Both were studious, regular in attendance, cooperative. Carmen's record shows 5.8 to 7.9, a gain of 2.1; Consuela's 5.6 to 7.6, a gain of 2.0.

Carl, a transfer from New York who entered with a fairly good background in grammar, scored 6.9 in the fall and 9.5 in

the spring, a gain of 2.6. Next year he will try sophomore English in one of the regular sections.

Naturally only a few made such remarkable gains. Tim scored exactly the same on the A and B forms, but he is a frail, undersized little fellow who has missed whole weeks at a time. Susie dropped one point below her fall score. Both of these children we had classified as slow learning; both showed very slight differences between their Otis and Beta scores. These two were the only members of the group whose tests indicated no reading progress.

Of the fifty-three children who took both the A and B forms of the Progressive Reading Tests, 42—better than 79 per cent—showed gains ranging from .8 (normal) to 2.6 (phenomenal); 7½ per cent gained 2.0 to 2.6; 47 per cent gained more than one but less than two years in the eight-month period under discussion. Unquestionably these children can be helped.

Do you wonder that our reading consultant, our curriculum consultant, and I are completely sold on the idea of special classes for freshmen of sub-high school reading ability?

"The proof of the pudding is in the eating."

## A Teacher

By JAMES CHOATE

High-school student, Concord, Cal.

A teacher is a human being that inhabits school-rooms and feeds upon compositions and must have regular homework to keep alive. The teacher thrives upon books and the products of the brains of students.

She is a formidable creature; she uses pleasantness to disarm pupils, who are lowly satellites that live and breathe at her command.

The teacher's most deadly weapon is an "F," which she can use at will; however, she has a weakness for apples and good looks. Teachers are classed among human beings as intellectuals; pupils are mongrels of the canine group. The teacher is in sea-

son from September until June; from June until September she hibernates. I use the pronoun *she* because the feminine teacher is more deadly than the male. Before examination week, she attacks her prey mercilessly.

The poor student! He is doomed to drudgery for from twelve to eighteen years of his natural life; he is crushed under the heel of the teacher in the name of education. All he can do is to beat his brains out night after night doing homework until his final liberation. The picture is too awful to consider! Let us leave the pupil to his misery and pursue happier thoughts.

# "BIG BILL" HAYWOOD

## *in the American history class*

By WILLIAM H. FISHER

THERE IS INCREASING emphasis by teachers of American history at the secondary level upon what might be called "new interpretations." In short, in response to various forces, within and without the schools, many of these instructors are including new material in the history curriculum, and are approaching old problems from different directions. One product of this development has been a greater emphasis upon various facets of the labor movement.

It must be granted that within the rather limited confines of most courses of study there is room for little more than the major aspects of the history of organized labor in this nation. However, alert teachers may find (or "make") the time to deal with one of the unique phases of American labor—the Industrial Workers of the World (I.W.W.'s) and its most colorful and dramatic leader, William Dudley Haywood. Haywood's rise as a labor leader was comparable to that of Samuel Gompers in the sense that the biography of each man, in large measure, paralleled the growth of the organization which he led.

Haywood was a powerfully built man with the physical strength of an ox. He has been described as having had a large head and a square jaw. Although capable on the speaking platform, he had a tendency to frighten less militant advocates of labor's cause than himself. He never minced words, and said that he thought the time was coming when the working class would have to resort to violent means to achieve its objectives.

During a few of his earlier years on the western frontier, Haywood had tried his hand at cow-punching. He learned how to

use a six-shooter and, as a labor leader, occasionally carried one on his organizing tours. As he was impatient of obstacles, courageous, and ready to deal blow for blow, Haywood's activities helped promote the idea that the I.W.W.'s were engaging in revolutionary tactics. Haywood and other leaders, as well as the rank-and-file, were indeed involved in violent scenes. But the record will show that, more often than not, they were on the receiving end of the violence, which was promoted by employer elements.

Born in Salt Lake City, February 4, 1869, Haywood was a product of the mining frontier of the rough and tumble West. As a boy he witnessed shootings and violent struggles of a kind which today are reflected in the imaginations of people who read the pulp magazines. He worked at cow punching and mining. In August 1896, Edward Boyce, president of the Western Federation of Miners, appeared in Silver City, Idaho, where at the time Haywood was employed. Haywood—or "Big Bill" as everyone called him—went to hear Boyce speak, and when plans for a local organization had materialized, he joined the union.

Subsequently the Western Federation of Miners was engaged in a fight to raise the wage scale in the lead mining area of the Coeur d'Alenes, Idaho. Imbued with a militant spirit, the workers went on strike. Violence ensued, federal troops were dispatched to the area, and the strike was broken. In his local union, Haywood gained support for a strongly worded resolution condemning Governor Steunenberg for his action in calling upon President McKinley to send the federal army units.

Apparently the officials of Idaho never

forgot Haywood's interest in the Coeur d'Alenes strike. Some years later, on December 30, 1905, ex-Governor Steunenberg was assassinated when a charge of dynamite exploded as he opened the front door of his home in Caldwell. Three officials of the W.F.M., Moyer, Pettibone, and Haywood, were charged with implication in the crime. They were brought to trial in Boise, Idaho.

The trial of Haywood, in 1907, attracted such wide attention that President Roosevelt entered the picture to condemn the three prisoners as "undesirable citizens." Eugene Debs seized upon the occasion to rally the Socialists and left-wingers generally in support of the accused. And Clarence Darrow acceded to the wishes of the defense as he took the case that was to skyrocket him to fame as a defender of minority groups and causes.

The prosecution rested its whole case upon the "confession" of a certain Harry Orchard, who claimed that the three accused men had hired him to commit the dastardly act. Orchard was exposed by defense counsel as being a notorious and degenerate criminal, and before the impassioned pleas of Darrow, the government's case disintegrated. A jury composed mostly of farmers acquitted Haywood and, subsequently, the other union officials went free.

At the time of the Boise trial, Haywood was a leading figure in both the W.F.M. and the Industrial Workers of the World, which marked its advent from a conference of leftist workers held in Chicago in June of 1905. From the first, it was plain what would be the social philosophy of the I.W.W.'s. According to the *Proceedings* of the 1905 convention, Haywood as keynote speaker said: "... this organization will be formed, based, and founded on the class struggle, having in view ... but one object and one purpose and that is to bring the workers of this country into the possession of the full value of the product of their toil."

Haywood's militancy ultimately resulted in his expulsion from the Western Federation of Miners, so that by 1908 his energies were devoted to the I.W.W. and the cause it represented. With the avowedly revolutionary outlook of Haywood and the other leaders, certain it was that the path of their organization would be anything but smooth. Notwithstanding, more than one of the I. W. W.-led strikes ended in victory for the workers.

Perhaps the best known of these strikes was the one in the textile mills of Lawrence, Massachusetts, in 1912. The workers struck when it was announced that, as a condition of complying with a new state law lowering the work week from fifty-six to fifty-four hours, the owners of the mills would reduce wages in proportion.

Haywood personally led the strikers in this conflict. He marched at the head of picket lines, organized committees, made speeches, and toured the country to raise funds. Popular indignation was so aroused at the treatment that the strikers received at the hands of the state militia that the I. W. W.'s won the day with a sweeping victory. Working hours were reduced, wages were increased, there was to be increased compensation for overtime work, and there was to be no discrimination against I. W. W.'s in the rehiring of employees.

Although the Lawrence strike characterized the greatest single victory of the I. W. W.'s, the organization participated in well over a hundred conflicts involving strike action. Of course, not all of these were successful. More or less significant were the one among the miners of Goldfield, Nevada, 1906-07; a strike of lumber workers in Louisiana, 1912; the Lawrence strike of 1912; the outbreak of migratory workers near Wheatland, California, 1913; the one in the silk mills of Paterson, New Jersey, 1913; a strike of iron miners in the Mesabi Range, Minnesota, 1916; and the bitter conflict in the lumber camps of the state of Washington, 1917. The direct-action approach had been typical of these

instances of strife, and militancy had been encouraged by Haywood. It is no wonder that in employers' circles Haywood was hated as few men in the history of this nation have been hated.

Like other syndicalist leaders, Haywood was a great apostle of the general strike. If anything, he was even more leftist in his attitude toward industrial problems than were his fellow syndicalists in Europe. These favored a policy of "boring from within" the accepted trade unions, while Haywood—a bitter opponent of the American Federation of Labor—assumed that the only sound approach for left-wing unionism was to establish separate labor organizations.

As for the general strike, he eagerly looked forward to the day when, if necessary, in support of a strike in a single industry the workers would tie up a whole city or an industrial area. And his thinking about the general strike went beyond that of employer-employee disputes. He claimed that this weapon was to be the final one in the arsenal of the working class, and its ultimate use would be in preventing the outbreak of world wars. Characteristically, he claimed that in all wars the workers fought and died while the capitalists reaped the profits. Thus, he argued among workers and their representatives for the time when workers could tie up the whole world in one vast strike and, by refusing to create the instruments and weapons of destruction, would once and for all put an end to war.

It was the first World War which, essentially, wrote *finis* to the I. W. W. although, technically, the organization is still in existence. Haywood's organization vigorously opposed this nation's participation in the war. Loyal I. W. W.'s refused to sign for the draft, and they agitated against all aspects of the hostilities. During the war hysteria the I. W. W. leaders were literally rounded up by the hundreds and thrown into jail. Mass trials were held of the victims, with principal legal encounters tak-

#### EDITOR'S NOTE

*Dr. Fisher has made an extensive study of "Big Bill" Haywood and of the I.W.W., which Haywood led in the early part of this century. The author believes that Haywood and the I.W.W. deserve a little special time in American history classes because they represent "a labor organization which was born and bred in the soil of this land—and distinctively indigenous to it." Dr. Fisher is assistant professor of education and social studies at Eastern State College of Education, Cheney, Wash.*

ing place in Chicago, Wichita, and Sacramento.

In view of the whipped-up war sentiment pervading the atmosphere, it was no surprise when every single accused I. W. W. leader was found guilty and sentenced. The terms ran up to twenty years, but it is notable that when the war hysteria had subsided, sober citizens realized that there had been numerous miscarriages of justice involving I. W. W.'s. None of those incarcerated for opposition to the war was in jail after the middle twenties. In the war times and during the immediate post-war period it was not only dangerous for any citizen to identify himself organizationally with the I. W. W., it was worth taking his life in his hands to speak out in defense of the civil rights of those who had been accused. Indeed, the great Socialist, Eugene Debs, went to Atlanta penitentiary partly because of his defense of the various accused leaders of the I. W. W. during Debs' speech in Canton, Ohio, June 16, 1918.

Haywood, himself, was sentenced to serve twenty years in Leavenworth. While he was out on bond he fled the country. He went to Soviet Russia, claiming that he was simply a political refugee in Sovietland, "pending the revolution in America." But "Big Bill" during his lifetime never again set foot on

American soil. He died in Russia on May 18, 1928. He was cremated, half the ashes being buried beneath the Kremlin wall, while the other half was brought back to the United States. At Haywood's request they were interred in Chicago's Waldheim cemetery, close to the spot where lay buried the remains of the anarchists who had paid with their lives as a result of a series of events following the famous "Haymarket Riot" of May 4, 1886.

Like it or not, "Big Bill" Haywood was, for a time, an important figure upon the American scene. Furthermore, by reason of his having lead a labor organization which was born and bred in the soil of this land—and distinctively indigenous to it—he earned for himself a place in the annals of American history.

There are events transpiring in this nation today which have a close parallel with what was happening during the late years of the first World War and a few years thereafter. It is not the function of this

paper to discuss these current affairs. It definitely is the purpose of the writer to call attention to the fact that there are sources which have portrayed the growth and decline of the Industrial Workers of the World. To study this development is in the interest of promoting, in young Americans, a better understanding of the past and the present.

It could—and perhaps will—be argued by some teachers of the social studies, as well as others, that consideration of the Industrial Workers of the World in these politically charged times is too controversial. Obviously, every teacher and every school administrator must be sensitive to the flowing of various pressures in the community. But the writer of this article is ready to state unequivocally that there are communities in this land where parents want their students to be taught the "facts of life" provided, of course, that class discussions and study materials are handled in objective, dispassionate ways.



### "What Do You Want Us to Believe?"

Recently I have had three interesting and similar conversations with friends on our faculty. The first is a professor in philosophy who gave me this discouraging story.

"In my course I review the ideas of well-known philosophers. When I discuss Aristotle I present his ideas as persuasively as I can. I try to make the Aristotelian philosophy believable, as it certainly has been (and still is) to a good many people. I discuss idealism from the point of view of an idealist, the same with pragmatism. I do not try to conceal my own philosophy but try to give other philosophies a break, the kind of break I would give them if their proponents were present and we were having a discussion.

"Some of my students are bothered by this procedure. One of them came to me the other day and said, 'What do you really believe? Are you an idealist, a pragmatist, or what? What do you want us to believe?'"

The second professor gives a course on the Soviet Union. He said to me, "I use a textbook, but I don't agree with everything it says. A student said to me the other day, 'I don't see why you use a textbook like this because some of your ideas are different. What do you want us to believe, anyway? What is the real truth about the Soviet Union?'"

The third was a professor of social psychology. He said, "My students want to know what I want them to believe. 'Is this true or is this false?' they ask. They want blacks and whites. They find it difficult to tolerate ambiguity."

Here is a very real problem. How can we get our students to be willing to see life, not in some two-valued, either-or fashion, but as having many not-so-easily classified ways of reacting to it? How can we get them to realize that there is no neat, easily stated solution to difficult social problems?—Edgar Dale in *The News Letter*.



# A SNAKE

*No, it's 3 snakes—but  
Miss Coombs carries on*

## IN THE CLASS

*By*

M. SANDFORD COOMBS

THERE WAS every sign of its being the perfect recitation. The class' prize moron was absent, the humidity was low, the barometer high, the sunshine came in above the shade just right, and the temperature was the ideal sixty-five degrees. Every desk was covered with a sheet of newspaper, a large bowl of not too fresh, but not too withered flowers was on the table, and I had found three dozen safety razor blades at a great bargain. The class had surpassed itself in the preparatory board work, told the function of each part of the flower, and had, moreover, achieved some very good drawings of the same. Just the day for the building principal to come in.

As I was about to tell the monitors to pass out razor blades and flowers, pandemonium broke loose.

"E-e-e-e-e-e!"

"Miss Coombs, Miss Coombs, make him stop."

"She's scared."

"Put it down her neck, Donald!"

"Miss Coombs! I!"

"Take it away, take it away!"

"Oh, oh, oh, oh, stop, stop, stop!"

"Gimme."

"Get out."

"Hey, lookit, Miss Coombs."

And over all the E-e-e of hysterical fright grew louder.

It was no time to stand by quietly and wait for the disturbance to subside. I joined the crowd milling about the back seats and my voice rose higher than theirs.

"Sit down! I am ashamed of you. Phyllis, stop that idiotic screaming. You aren't hurt and no one thinks any more of you for it. Stop it, I say. Sit down, everyone of you.

Donald, the idea of doing anything like that. Give it to me immediately. Phyllis, no one is hurting you, keep still. Everyone in his seat. Donald, I told you to give that to me. Obey me."

Then I was uncomfortably busy as Donald, doubtless on the principle that he might as well be hung for a sheep as a lamb, hurled the two and a half foot garter snake at me and retired to his seat. A lively two minutes ended in my retreating to the front of the room, the snake's tail convulsively twisted 'round my wrist. But his head was held firmly in my right hand, while I more or less subdued the taut yet writhing body with my left.

"No, I didn't get bitten, and if I had it would not have been anything to worry about. It is a perfectly harmless garter snake, and very useful in gardens. Yes, I said useful. James, please get the closed top bell jar and set it on the table. All of you sit down. Yes, I know you have heard that I like snakes and will walk around the room with them, but this one is a trifle large, and anyway you don't deserve the chance to study him. Donald should have brought him to me when he came in. Thank you, James. Now if you'll help a minute."

And in a few seconds the snake was twisting and rearing inside the bell jar. But the decorum of the classroom was shattered. Razor blades, new ones at that, in those twitching fingers? Not if I knew eighth graders. But they were ready to take over the situation. The usual flood of questions and remarks the first snake of the season evokes came with a rush.

"Make Donald tell where he got it."

"Is there really a snake that feeds its babies milk?"

"How do you tell a poison snake?"

"I know, it's by its head, ain't it?"

"What do snakes eat?"

"My brother he told me—"

And so on and on. I beckoned a comparatively calm boy and sent him to the library for *What Snake Is That?*, Ditmars' *Book of Reptiles*, and the W. P. A. *American Wild Life*. Then I began to answer a few of the questions, only to see—

"Donald, again! Bring it up here."

Phyllis emitted another thin-edged squawk as Donald strutted up the aisle with the second reptile. This one was comparatively quiescent and Donald informed me, "He's ready to shed. Lookit the scales 'round his eyes. Loose."

"And you have to make it more uncomfortable for him, keeping him jammed in your pocket. I am not at all pleased with you, Donald. The poor thing. How would you feel if you couldn't see clearly and were dragged around that way? You go across the hall and borrow the terrarium they have. Tell them what I want it for. They were going to clear it out anyway after school, I think."

The placing of the lethargic snake in the

borrowed terrarium, with three visitors from the other classroom assisting, was easily accomplished. The boy came back from the library with the books, everyone grabbed for them, and I went from desk to desk answering questions, listening to and laughing at fears, calling attention to the bell jar occupant's coloring and feeling a certain degree of peace returning. This seemed a good time to call them back to the subject of the day, when—

This time I assumed my "mean business" voice.

"Richard," (he was class president) "Joseph," (he was the biggest and toughest boy in the room) "will you please escort Donald to the basement and remove *all* snakes from his person and bring them *all* to me?"

Donald was escorted, with much hulla-baloo, and I wondered what would have happened if I had not seen that last one. Phyllis was still on the edge of hysterics and enjoying it. In only a few minutes the boys returned.

"He only had this little one, honest. Here it is. We searched him good. It's an awful little one, Miss Coombs, won't you show it to us?"

So having promised Phyllis I'd not go near her and that any other "silly" people might go and sit near Phyllis and put their heads down and keep them down, I started out as I have done so often. In a few minutes half of the class were yelling for a chance to hold it, timorous girls stretched out a tentative finger, touched the ten-inch body and said, as usual, in a surprised and frustrated voice, "Why, he's not slimy, and not so cold, he feels nice!"

By the time I had gotten around the room all but one of the screamers had deserted Phyllis and were on the outskirts of the crowd. A committee was appointed to see the principal and get permission to take this smallest captive to the lower grades the next day and introduce him to the children there. A dozen impossible

#### EDITOR'S NOTE

*This boy Donald came to class with these three snakes in his pockets, and soon the class was getting out of control. But Miss Coombs is just as resourceful as the man who found a wolf on his doorstep and ate it. She might not take a doorstep wolf and turn him into roast canis lupus, especially since teachers are better paid nowadays, but likely she would get the wolf to class and give a lesson on carnivorous mammals. Miss Coombs teaches general science in Belmont Boulevard School, Elmont, L.I., N.Y.*

anecdotes had been told and the library books brought forth as evidence of markings, diet, habits, and venom of most of the snakes we do *not* have in America. Things were about back to normal. We could get back to botany.

The newspapers were a mess, someone had drawn a snake around the sketches of stamen and pistil on the board, half the razor blades were on the floor, Phyllis was sulking because no one was interested in her fears, but my plan book called for

separating a flower into its component parts, so separated must it be. Anyway they had learned a lot if not what was expected of them. So I dropped the snake into the terrarium with the one about to shed, wiped my hands, which were a mess by this time, on Kleenex, and supervised the passing out of flowers and blades.

"Now the first thing we do?"

"Take off the sepals, careful. You told us."

And we settled down to work.

## "IN MY OPINION . . ."

### *Attendance Juggling?*

TO THE EDITOR:

I was intrigued by the story "Attendance 97%" in the December issue because for nearly a quarter of a century I have had more than a cursory interest in attendance marks.

Figures do not lie, I am sure, but incorrect results are often unwittingly reached by ostensibly honest reporters by using incorrect and indefensible procedures.

I once had an opportunity to examine the attendance report from a large northwestern city. The results showed an attendance of something near 97% for the entire system. When I examined the matter further, I found that when a child was out because of illness, that absence was subtracted. For example, if a child was present 17 days and absent three on account of illness, the child was perfect in attendance! Similar procedure was used in other situations so that eventually about the only absence which was counted was one that the system judged unwarranted, like a visit to grandmother's.

I am not belittling the Saginaw junior high school's record; if true, it is an enviable one. How a junior high school manages to avoid epidemics such as usually hit most schools in December, January, and February is a secret worth knowing. An epidemic or a spell of bad weather such as most schools—outside of California—experience can and does cut heavily into attendance at all levels, in my experience in schools in three states.

Besides the actual attendance figures, there is another important factor if one is interested in more than just a statistic. I was looking over the withdrawal or drop-out record of a large eastern

city a few years back. I found that 25% withdrew during the year from junior and senior high schools. Admittedly if a relatively large per cent drop out during a year, or never enrol, attendance undoubtedly will improve because the less enthusiastic students are often the least regular and the first to leave day school.

Years ago I was in a system in which one pupil out of every ten enrolled during the year was perfect in attendance annually. That is to say that 10% of the total enrolment were present every day school was in session and never tardy. However, many times children who were really sick came to school when they should have remained at home.

For the past eighteen years we in Tulsa have not published the percentage of attendance by buildings, placing our emphasis on average daily attendance. Nor do we employ the device of temporary drops. I wonder if Saginaw uses the 1876 Chicago convention of temporary drops, or the one mentioned in my third paragraph.

One of our own Negro elementary schools for almost two decades has consistently had an almost perfect record. The community served by this school is rather small, isolated from the main colored section of town, and wholly without sidewalks or paving. I have long tried to learn the secret of how this school manages to have every pupil enrol the first day, never be sick or move away. Unquestionably a remarkable feat!

As I said before, the result, if true, is most interesting.

C. C. Leibler, Director  
Dept. of Att. and Guid.  
Tulsa Public Schools  
Tulsa, Okla.

# Social-Studies Classes Query the CONGRESSMEN

By J. POPE DYER

RECENTLY, WHILE our sociology classes were studying certain areas of government, one student suggested that we study some particularly practical and interesting sections. He thought we might formulate a brief questionnaire and send it to our congressman and senators with the request that they supply the information. The questions agreed upon by the classes were three:

1. What college did you attend?
2. Did you ever teach?
3. Please relate briefly one of your most interesting political experiences, either serious or humorous.

Each student chose about three members of the House of Representatives and one senator to whom he would send his request. One pupil wrote our local United States Senator, Estes Kefauver, for a list of the members of the Congress. When the list arrived, a choice of persons was made.

The project was completely cooperative and arbitrary assignment was reduced to the minimum. The students were exceedingly eager to participate in this study; the

incidental learning was great and the results were very satisfactory.

The boys and girls were greatly impressed by the high per cent of members of each house who were college graduates. They were surprised, too, at the large number who had taught at some time.

Of the congressmen who replied to our questionnaire, about 93 per cent had attended college—and more than 50 per cent had taught school at some time.

Some members hesitated to answer the question about their most interesting political experience. However, many related some very helpful and valuable experiences.

As it would be impossible to relate all of the incidents reported, I shall give a few quotations from some of the letters.

Representative Will Whittington of Mississippi wrote: "When I was a candidate for Congress, I entered a country store. The owner was in his office far in the rear of the store. As I entered he invited me to come on back to the office, and told me he was going to support me. I thanked him. He inquired if I were not interested as to why he was going to support me. I promptly said I was. He stated he knew the other three candidates but didn't know me and therefore was going to support me."

James W. Wadsworth, Representative from New York, related the following experience: "Altho' an avowed enemy of prohibition, I was nominated for Congress on the Prohibition Party ticket back in 1934. Only five prohibitionists voted in their primary and all of them wrote in my name."

Senator Walter George of Georgia had this unique incident to contribute. "In

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## EDITOR'S NOTE

*Mr. Dyer's sociology classes decided upon a little three-item questionnaire to send to congressmen from their own state and to some from other states, with the results reported here. His social-studies classes frequently use such extra-textbook projects to give a more practical angle to the topics they are studying. He teaches in Central High School, Chattanooga, Tenn.*

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Barnesville, Georgia, at the beginning of the campaign in 1938, while I was on the platform with him, the late President Roosevelt called upon the voters of Georgia to support another candidate."

Our own distinguished Senator, Estes Kefauver, related the following: "During the campaign last fall [1948], I arrived at a small hotel at night. I had just gone to bed when a call came from the desk that the sheriff wanted to see me right away down at the jail. I immediately dressed and hurried over (meantime wondering what I was being 'jailed' for), only to find that all I was wanted for was to take a long-distance telephone call—the jail being the only place in town with a telephone."

Senator John Sparkman of Alabama reported this incident: "I think that one of the most interesting things that ever happened to me politically was the unique experience of being elected to both the House of Representatives and the Senate on November 5, 1946. I cannot vouch for the correctness of this statement but I have been told that this is the first time in the history of our country that a man was elected to both houses of Congress at the same time."

Senator Clyde R. Hoey of North Carolina wrote: "I was nominated to the State Legislature of Cleveland County, North Carolina, when I was 20 years of age, but became 21 one month after the election and before time to be sworn in as a member of the General Assembly. In those days we had joint discussion between the nominees of the opposing parties. The man who was

running against me read his speech and we rotated in discussion. One day he would speak first and the next day I would speak first. We had 21 speaking dates. I very soon memorized his speech and when I spoke first I would quote five or six pages of it and then he would come along and read it over again, very much to the amusement of the audience. The explanation was that someone had written his speech for him and that he could not depart from the written text or he would be lost, hence his embarrassment in repeating something that had already been said by his opponent."

Senator Ed Johnson of Colorado had the most humorous experience of all: "Shortly after the 1934 election in which I was elected Governor of Colorado by a very satisfactory majority a country schoolteacher and his senior class called on me. He said, 'Governor, I have always wanted to meet you and I have wanted my class to meet you.' I raised to my full height of 6 feet 2 and put on my most benevolent smile when the schoolmaster resumed in a genial manner, 'Yes, Governor, I wanted my class to see for themselves that a man as dumb as you could be elected Governor of Colorado. I tell you, Governor, you are a great inspiration to all of us.'"

There were numerous exciting and interesting events. The students enjoyed reading them and learned much at the same time. There was not a dull moment during the study, nor a complaint that the time was not valuably spent.



### *Weaknesses in English*

A survey of the teaching of English in Wisconsin, made by Robert C. Pooley of the University of Wisconsin and Robert D. Williams of Superior State Teachers College, reveals:

"The essential weakness in the teaching of English rests upon the inadequate training of teachers . . . the excessive student load which many of them are

required to carry . . . and the survival of outmoded attitudes toward methods and materials. . . . Too much emphasis is placed upon corrective rather than creative English, and the goal of communication becomes lost in the details of grammar and usage."—*Teaching Progress* (Milwaukee, Wisc., Public Schools).



# HIGH-SCHOOL

*"A Sultan to the realm  
of Death addressed"*

# CHAPERON

By CARROL C. HALL

ONE OF THE JOBS of the high-school teacher not usually written into the teaching contract but implied by custom is that of chaperon.

The information contained herein is designed principally for those who will never read it. Consequently, it is suggested that it be placed in pamphlet form for the parents of high-school youngsters. Since they have surrendered the care of their offspring to others, it may be appropriate to inform them of the latest customs among the adolescents. There may be some future emergency in which citizens of the community may be drafted into such service. (There are teachers' strikes, you know!)

As for fellow teachers reading this, it may be that they will have additional information on the subject. All in all, it is a subject that with all the research involved is well worth the awarding of the school teacher's academic prize—the master's degree.

"Chaperon" is a term which has come down from the Middle Ages, or thereabouts—and in the minds of the high-school generation that was an appropriate place to have left it. (Incidentally, "chaperone" is the spelling of the female version of the word.)

Whatever his antecedents, the chaperon has come to be a necessary nuisance in the school social pattern and must be tolerated as such.

The selection of a chaperon for the school dance is by all means a matter to be reserved for the last thought. Consequently, the teacher may expect a breathless call on the day of the function from some member of the committee (who has been prompted by the faculty adviser) asking for his or her

services. The other alternative is an edict from the principal's office.

A good indication of how much thought the students have given to their guide and protector (a la Webster's definition) is by a time analysis. Although they have spent days arguing about the orchestra, the decorations and other important matters, the chaperon may require two minutes of hurried suggestions. Certainly no chaperon ever receives the consideration that most sophomore youths give to their choice of dates to the affair.

If the teacher is weak enough to succumb to the invitation (and not leave it up to the Dean, who has to be there anyway), he or she is *in* for an evening of studied, formal neglect. An evening of utter boredom.

At the dance, the chaperon is herded over to a corner of the gym, which for the evening has been converted into some semblance of a night club, and there in lonely grandeur is left to view the proceedings. It is from that vantage point that this material was gathered.

Only with some difficulty can the activities of the evening be followed. It appears that there is an unwritten rule for the school gym to be illuminated by not more than one 100-watt light and that is carefully shaded to protect the students' tired eyes from the glare.

Although the dance may be scheduled for 8:30 P.M. it is a well-established custom for the dates to appear one hour late. In the meantime, the orchestra (probably imported from the state university if the affair is Class A) has ground out its tunes at expensive union wages to a nearly empty room (chaperon excepted).

It is generally assumed that student dances are hilarious affairs. The exact opposite is true. The modern-day sophisticates accept their social life with the same resignation as they do their lessons.

Current social customs dictate that the "dates" dance only with each other. Thus, through the entire evening, the bored couple shuffles through the same routine of dance steps (most high-school boys are terrible dancers so there may be some logic in keeping the number of partners down).

Stags are discouraged by means of high admission prices and numerous "brushoffs" when they attempt to cut in. Even at the most open of school dances, there are no female versions of the stag group; no group of high-school girls would ever consider going to an all-school dance without dates. The business of making sure that they will be dated for a school dance, is, for a number of girls on the less popular side, a major activity during the school hours.

The tempo of the music makes no difference to the dancers. Be it a fox trot or waltz (the modern-day choices) the movements are the same. Generally it is a languid-like shuffle with nary an extra dido thrown in. The main business at hand seems to be some refined necking that is not obvious enough to be objectionable to the faculty members present.

Occasionally when the music snaps out of it, one couple may break into a few brief moments of jitterbugging. For the time, their admiring school mates gather around them to watch. That is soon over and the general shuffling resumes.

The tempo of the dance is broken on one other occasion. A member of the orchestra may launch into a solo part; the dancers hasten to gather around the band to watch the antics.

In recent years the star performer has been the drummer. Spasmodically he will break into a frenzy, smiting everything within reach with his sticks. This activity is usually enough to stimulate a round of

applause—perhaps enough for an encore.

Intermissions seem to be the most important part of a school dance. They begin early and end late. Depending on the rules of the school, the intermissions, too, have a set pattern.

If dancers are allowed to leave the premises, it is customary to load up in the available cars and dash madly through the streets to the other side of the city. There in a favorite hangout cigarettes are smoked and cokes are drunk.

Only a few of the socially ignorant (or those denied the family car for the evening) are on hand to begin dancing immediately following the intermission. The chaperon, who has been left to his or her own resources during the intermission, now resumes the station in the studiously avoided corner reserved for that purpose.

School dances are noted for the time and energy spent on hunting names for them. They blossom out as the "Froshie Fling," the "Sophomore Shuffle," the "Junior Jump" or "Senior Swing." Alas, regardless of the names, they bear a uniform degree of sameness.

By way of diversion there may be the Prom at which a Queen is crowned. The most interesting part of the Prom, getting to be Queen or a member of her court, has taken place in the days before the dance. The Queen and her court spend hours in preparation and plenty of their parents'

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#### EDITOR'S NOTE

*Mr. Hall says that this article is based upon more than twenty years of experience with both school and out-of-school teen-age groups in many schools and club situations. He wants it understood that his comments do not refer to any particular school nor school group. Carrol C. Hall is the author's actual name, and not a pen name. He teaches in a large mid-western high school.*

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money for their dresses for the short parade and crowning. Then the pattern of the dance is resumed—this time in long tailed dresses and borrowed tuxedos.

An extra may be added for the Prom. The chaperon may be served punch and cookies.

The after-intermission half of the dance dwindles down quickly as the couples begin to leave early. By the time for Home Sweet Home (the modern orchestra never signs off with such an antiquated tune) there are only a few couples still shuffling in the gloomy gym.

As the couples hasten out, the chaperon there may get an infrequent, "Thank you, it was nice for you to come." Mostly, it is a tolerant set of smiles—a brief acknowledgment that at least the parents are satisfied the dance was chaperoned.

In reality, the most interesting (and per-

haps thrilling) part of the evening has just started for the kids. In that brief hour or so allowed by the fond parents between the end of the dance and the deadline for being home, may be crowded in a lunch at an all-night restaurant, where the manager goes crazy when he sees the high-school crowd pour in; a wild ride through the countryside; or perhaps for the real social elite a hurried visit to a forbidden night club.

Meanwhile, at the gym the orchestra is packing; the chaperon hunts for his wraps; the janitor stands by waiting to turn out the lights. The dance is over. Everyone is happy. The orchestra got its money, the parents have a feeling it was a well-supervised school affair and the youngsters—at least for a few, hurried moments—got to do what they had really wanted to do right along.



## The Trouble with Herbie

All the teachers had either had a chance at Herbie, or would have one, for he was like the worthy poor. He was always there.

If other children found it impossible to get to school . . . not Herbie! Every day of the school year, come rain or sleet, fire or earthquake, there sat Herbie in the front seat, ready to concoct some fiendishness.

There were several theories about whether . . . he was incorrigible.

His kindergarten teacher said, "Look at his background."

The upper-grade teachers begged, "Settle him down before we get him."

The principal said, "Bring him in . . . I'll fix him."

There were, however, no benefits from the punishments. Herbie could think up something different the next day.

But the school nurse said, "He needs glasses."

Miss Saxton remembered this as she watched Herbie slyly prepare to jab Fred with a frequently-

sharpened pencil, and then scowl at the addition facts on the blackboard.

"Get to work, Herbie," she suggested, and Herbie made a great show of working.

Miss Saxton worked on Herbie's mother. She enlisted the aid of the nurse and the social agencies. It was grueling, nagging chore, but worth the effort, for Herbie finally had an eye examination. The doctor found that Herbie was almost blind in one eye. It was no wonder he was a problem. His misbehavior was compensation for his handicap.

Then, one morning, Herbie came to school resplendent in a shining pair of silver-rimmed glasses. He was slightly late and there was a murmur of repressed excitement when he entered. At the rear of the room, Herbie posed dramatically.

"There's Fred!" he exclaimed. "I kin see Fred from here! Hi, Fred."

Herbie glanced at the blackboard and stepped back in surprise.

"Holy man," he shouted, "I kin see the blackboard!"—AURIL WOOD in *Sierra Educational News*.

# BIOLOGY RECIPE:

## Garnish Well, and Serve!

By  
WARREN J. ANNA

IT HAS BEEN SAID that in every teacher's life there comes a time when he feels like "throwing in the sponge" and digging ditches as an easier way of making a living. My personal experience has not been such. Perhaps that is because I have only taught seven years, or because I have worked out several ways of making my teaching experience a bit more enjoyable both for me and for my students.

In a school of about a thousand students, each teacher's load runs about five classes a day and about 150 students. Nearly all of the 51 teachers in this building teach but one subject. Mine is biology—introductory and advanced.

Biology in itself is interesting to the majority of students—but when a little garnish is added, what can be done defies the imagination. It is taken for granted that the biology room should have many displays of the "flora and fauna," but there are many different ways in which biology may be correlated with the other subjects in a school curriculum. Let's take several cases:

*The school library . . .* try running a general-interest display in the library for students who do not come in contact with biology in their courses. Set up a skeleton with proper labeling, as an interest catcher, zoological specimens and charts, botanical specimens and charts, and several microscopes, each with a box of interesting slides. Find in the school library books and magazines whose subject matter is biological in nature and display them in an interesting fashion in your classroom. Then, illustrate each of these books and magazine articles

with a specimen to signify the title of the book or to show an important detail of the story. Your school librarian will find that displays in the classroom and in the library will run the circulation over the usual quota for the same period of comparative time.

*Your bulletin board . . .* It is easy to find enough material in newspapers, magazines, and pamphlets on biological subjects and interest to keep a lively bulletin-board display before your students. It has been the plan that every other week the students in a particular class be responsible for the bulletin board. The class bulletin-board committee is responsible for the board for that week. Their responsibility is not only to find the material and to place it properly on the board, but to show its relationship to the subject material being used for class study.

*To show correlation with other subjects . . .* probably Latin is the most easily correlated to the biological field. This is due perhaps to the fact that Latin is the background language for so many of the subject-vocabulary words used in biology. Take a few biological terms, look up their Latin derivations. Then print cards using the biological word in a sentence; underline

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### EDITOR'S NOTE

*Mr. Anna says that he has worked out a number of ways of making his biology classes more enjoyable for him and his students. Here he tells how he does it. He teaches biology in Oil City, Pa., Senior High School.*

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the word and below show its Latin form and meaning. The illustration for the card should be a specimen with a direct connection to the Latin word used. A few of the words that are useable are bicuspid, adventitious, vertebrae, dorsal, deciduous, and viviparous. The Latin instructor may be willing to work out a class project or individual project for a long list of these associating words.

As a correlation with mathematics, there are several ideas to be used. One of the most interesting to my classes has been the numerical ratio in the skeleton parts, i.e., ribs to vertebrae, posterior and anterior appendage ratio, the illustration of a triangle by the keeled breastbone of a flying bird, and the illustration of simple division by such an uncomplicated process as binary fission.

A display can be found to show correlation between almost any subject and biology, if the teacher is willing to work it out. By working a bit extra, one can dig out the materials that are needed and their applications.

The most satisfying teaching experience that I have had has been the organization of a curriculum for a second year in biology. This second-year course could be a biology teacher's nightmare unless a little choice is given as the basis for student admission to the group. In order to qualify for admission to advanced biology, the student must have the prerequisite of introductory biology and a grade of *B* in that first-year course.

The year is divided into budgets. During the first semester, there are eight budgets that deal with botany, and during the second semester there are fifteen budgets in zoology. The advanced section is run on a self-governing basis. The budgets are assigned, explained in seminar groups, and each student reaches his own conclusions at the end of the project.

The botany budgets are generalized studies with related projects on each of the four large plant phyla, a study of leaves, and a study of general taxonomy as applied to the local plants. The projects are in the form of various collections of living material, with each student preserving his collection, plate drawings from actual specimens, microscope drawings, and a group of copy drawings.

One of the most interesting budgets to the students is the one dealing with microscopes and plant slides. The results from this project are always amazing. During this project many students get their first long-term chance to discover firsthand the vastness of material released to them by the microscope.

The second semester consists of the study of fourteen animals together with the dissection of these animals in comparative detail. The animals studied and dissected include several of the larger chordata, such as the cat and the pig.

Some may ask what textbook is used in such a course. The answer is very simple. None! The material used is "dug out" by the teacher and students. This material is printed and distributed for study guides and as directed lecture material for the student.

Perhaps one of the most beneficial diversions from the generally followed pattern in biology teaching is the playing of classical and semi-classical music to the groups during a dissection lab period. Some people may find the idea of music in a biology class far from the ordinary and proper thing, but the teacher may find that sometimes by doing the unusual thing he can stimulate a class really to vibrate with interest.

So it is that a great deal of subject interest carries over to the students and the students of future years through displays, projects, music and—a little garnish!





# SCHOOL NEWS DIGEST



Edited by THE STAFF

**ON THE EDGES:** All new schools should be built on the edges of cities "so that children can feel the earth under their feet, and learn to understand nature." This suggestion, says *Michigan Education Journal*, was made by Dr. Earl C. Kelley, of Wayne University, at the National Conference on Community School Camping, held at Haven Hills Lodge, Mich.

**ILLITERACY:** More than half of the adults in the Latin-American countries are illiterate, according to figures of the Pan American Union, quoted by Homer Kempfer in *School Life*. Illiteracy rates vary greatly among these nations, from Argentina's 17% to Bolivia's 80%. At least a dozen Latin American countries have started literacy campaigns during the past 10 years. But the benefits of most of the campaigns are "hard to estimate," as "meaningful statistics are scarce." As Mr. Kempfer says, high illiteracy rates are "soft earth in which to anchor the foundations of democracy."

**TEACHER EXCHANGES:** If you've wondered about your chances of going to a foreign country for a year as an exchange teacher, here are some facts announced by the U. S. Office of Education. Any U. S. teacher is eligible to apply for an exchange. An "absolute essential" is good health, physical and mental. Your chances are best if you are under 45 and have had 5 or more years of experience.

During the current school year, 120 U. S. teachers are on exchange abroad—97 in the British Isles, 7 in France, 16 in Canada. For 1950-51, Belgium, the Netherlands, Sweden, Norway, New Zealand, Burma, and the Philippines may be added to the exchange list. You may pick your country.

If you want an exchange to Britain, France, or Canada, you must be able to get a year's leave of absence with pay, and your school system must agree to accept the foreign teacher matched and exchanged with you. If you teach English, you likely can't get an exchange to Britain, as few British teachers of English seem to care to come to the U. S. If you teach French and want to go to France, don't expect to teach your subject there. They'll set you to teaching English. In case of an exchange to one of the countries that may be added to the exchange program, you don't have to get a year's leave of absence, nor does your school system have to accept the teacher exchanged with you.

To apply for an exchange post, obtain an application form and a reference form from your superin-

tendent or from the Division of International Educational Relations, Office of Education, Washington, D.C.

**FADS & CRAZES:** An intensive survey of teenage fads and crazes, in an attempt to ferret out the roots of racial and religious intolerance, will be conducted by the sociology department of Rutgers University, New Brunswick, N.J., in cooperation with the American Jewish Committee, says the *New York Post*. The study will be concentrated on the spread of ideas among young people in Jersey communities, and the special circumstances which create social tension. "We want to learn how young people get their ideas—about clothes, fads, or other people," said Dr. John W. Riley, Jr., chairman of the department. "We may even try to find out how the bubble-gum and bobby-sox crazes got around so fast."

**TELEVISION:** Television threatens to make us a nation of non-readers, according to J. Raymond Tiffany, general counsel of the Book Manufacturers' Institute, quoted by Dorothy Dunbar Bromley in the *New York Herald Tribune*. Mr. Tiffany says that he is an unwilling victim of his own television set, devoting time to it that he formerly gave to book reading. According to a survey of the Psychological Corporation for the Institute, Americans spend 8 times as much of their leisure listening to the radio as they spend in reading books. Mr. Tiffany thinks that books will get even less of our time, now that prices of television sets are coming down while production is rising steeply. He urges book publishers to devise means of meeting the threat. Well, book reading survived the advent of movies and of radio. When every home has TV, a few rugged individualists may still sneak off in a corner with a book. But teachers might as well recognize that the custom of homework assignments is about to face a struggle to the death.

**MOBILE SITTERS:** In a recent election in East Providence, R.I., says the *New York Times*, the citizens were to vote upon a \$4,500,000 school-building program. Promptly at the close of school on election day, the senior high school, as an interested party, put into action a get-out-the-vote plan aimed at mothers of young children. The school had mobilized a corps of 110 girl students

(Continued on page 320)



## English Teaching Calls for Three-Track Minds

**M**OST ENGLISH teachers agree that they want students to make maximum progress in the mastery of the basic communication skills of listening, speaking, reading, and writing. They agree that they want students to enjoy the use of these skills. They agree that they want students to use the communication skills in ways that are useful in a democratic society.

Confronted with the question, "What do you mean by these abstract generalizations?" many English teachers would reply:

"I want my students to become active, not passive listeners. I want them to learn to listen so well that they can learn something from even the most boring talk, if only not to give a talk in such boring fashion. I want my students to use language well in the expression of well-organized thought before any audience: an assembly, a class, a club, an interview, a conversation, a play, a lodge, a political meeting.

"I want my students to learn to read many books and to develop a taste for good literature. I want them to read rapidly and skilfully. I want them to learn to read newspapers, magazines, textbooks, reference books. I want my students to write clear, correct, and apt sentences and to organize them into paragraphs in compositions: letters, notes, editorials, advertisements, debates, stories, reports, plays, poems, articles."

Now, what is the process by which the English teachers try to reach these goals? Do they have a process? Do they know how to get what they want? Have they tried very hard to find out how to get what they want? Do they use teamwork among them-

selves? Do they use the psychology of learning in teaching English?

Identifying teachers by the process that predominates in their teaching of English, the observer sees primarily three types: the "impressionocrat," the "analytocrat," and the "synthetocrat."

The "impressionocrat" says, "I want my students to listen to what they like, to say what they like, to read what they like, to write what they like and how they like. Grammar can't be taught. Everything that has been written is literature. Sometimes I read something that I like to my students. I want students to get pure enjoyment from their reading. Whatever the form, English is an art; impression on the student is all-important."

The "analytocrat" roundly disagrees with the "impressionocrat," and says, "I am not here to entertain my students; I can't compete with the commercial entertainers; I am here to teach. Students must learn to parse sentences, to diagram sentences, to use the rules. Students must learn to read critically; it's my job to help them to interpret, to weigh, to consider, to analyse what they read. English is a craft, and it can be taught."

The "synthetocrat" disagrees with both the "impressionocrat" and the "analytocrat," and says, "Don't worry about impression or analysis. Have your students learn to put together ideas. Don't worry about punctuation, spelling, grammar. Stress ideas. Synthesis is all-important. Teach students to recognize ideas that should go together and the order in which they should go together in all the communication skills.

Nobody ever wrote a sentence by formula or by rule. Ideas determine form."

Like the blind men who went to see the elephant, these three types of English teacher are both right and wrong. Into the teaching of every English teacher must go a proper stress on impression, analysis, and synthesis, an inseparable trilogy for initiating in the student the process of self-cul-

tivation in English. The teacher of English who fails to unify into one process impression, analysis, and synthesis fails to teach well. And his lack of insight is a sin against the true education of his students.

FRANK M. DURKEE  
Newark College of Engineering  
Newark, N.J.



## Bremerton Schools Invade Store Display Windows

We wanted to acquaint the people of Bremerton, Wash., with activities of the schools other than the athletic contests and musical programs which are traditionally recognized as the public relations of the educational system. During National Education Week, in both 1946 and 1947, we provided the "window shopping" public with the opportunity to see what else goes on in its schools.

With the cooperation of the high-school distributive education classes, merchants were asked and agreed to provide space in show windows for a wide variety of displays and demonstrations. This contribution is of considerable value as the time chosen is near the holiday season when display space is at a premium.

School activities on every level have been portrayed. The nursery school and kindergarten departments have shown the equipment and materials with which their programs can best operate. . . .

In the elementary school, the children begin to learn about community living, and what is necessary for its maintenance. To show this, we placed in one window a diorama of the Puget Sound area with a skyline of the Bremerton shipyards, in the foreground small cardboard buildings representing those needed wherever people live together: a bank, a postoffice, library, school, church, various retail stores, a theater, and others. Large posters illustrating occupations of parents as community members added to this display. . . .

Another window developed by the social-studies department showed the study of Washington history, industry, and resources. People could see student-made industrial and product maps of the state, panels of pictures illustrating industries (both local and state), and a small covered wagon com-

plete with oxen and two intrepid pioneer figures was included to remind us of our historical heritage. . . .

Still another example of cooperation with the public service was the window sponsored by the traffic-safety section of the local police department. This emphasized the value of the School Safety Patrols.

Children eat at school, too, so school cafeteria displays stressed the wholesomeness and nutritional values of the meals served. . . .

Of all the windows in which the school program was portrayed, the most intriguing were those in which the students carried on their regular classroom projects daily from 3 to 5:30 o'clock. Art students from the elementary, junior and senior high schools did their spatter painting, cut stencils, worked in clay; a student from the mechanical-drawing department put the finishing touches on a floor plan; radio shop students made the sparks fly as they showed their talents; boys turned out their wood-working projects on a wood lathe in a large department store window; more boys worked with a metal lathe in a large display room.

The windows used by the sewing and interior decorating classes were two more places where interested crowds gathered. Mouths watered around another window where students (one day all boys) prepared—and consumed—the fruits of their labors in a cooking demonstration. A model office set-up gave the local business men a chance to pick future secretaries as the students demonstrated their abilities with business machines. . . .

As a public-relations device we feel the technique is invaluable. School activities are indeed brought to the attention of the public.—PAULINE M. WALSH in *Washington Education Journal*.



## BOOK REVIEWS



KIMBALL WILES and EARL R. GABLER, *Review Editors*

*School and Community Programs: A Case-book of Successful Practice from Kindergarten Through College and Adult Education*, compiled and edited by EDWARD G. OLSEN. New York: Prentice-Hall, Inc., 1949. 510 pages, \$5.65.

This is a book for teachers, administrators, and laymen desiring an understanding of school-community projects and activities based upon the belief that schools exist for the purpose of "... pointing the way toward better living, both individual and group ... through extensive first hand and vicarious experiences." It is a source book in which Edward Olsen has compiled from highly selected sources over one hundred specific descriptions of community-school projects covering kindergarten through adult education.

Because of the breadth of examples it will be of interest to educators in large-city schools as well as those working in one-school communities.

Particularly interesting are the quotation from the National Conference of Professors of Educational Administration (1948) concerning the characteristics of the community school, the quotations prefacing each of the thirteen chapters, and the neatly packaged and budget-grouped bibliography for a professional library on school-community relations. This book more than fulfills its mission as a companion volume to the author's *School and Community* (Prentice-Hall, 1945). It is highly recommended to those who are bewildered by the trend away from verbalism and rote education.

A. M. ATWAN, Prin.  
High School  
Dobbs Ferry, N.Y.

*Liability in Public Recreation*, by DONALD B. DYER and J. G. LICHTIG. Appleton, Wisc.: C. C. Nelson Co., 1949. 107 pages, \$3.

In 1940 a book entitled *Liability for School Accidents*, written by Harry N. Rosenfield, was published by Harper Brothers. This excellent treatment of an exceedingly complex subject threw a great deal of light into the legal jungle of school liability, where the average schoolman was lost after the first few steps. The authors of *Liability in Public Recreation* have attempted to do for public recreation on a somewhat lesser scale what Rosenfield did for public education. They have succeeded in achieving their purpose.

The general plan of the study provides for three or four pages of explanations and generalizations at the beginning of each chapter, followed by summarizations of a number of court cases illustrating the points previously presented.

The following major questions are discussed:

1. What is negligence?
2. What is a nuisance?
3. Are municipalities liable for the negligent conduct of recreational activities resulting in injury to participants?
4. Are municipalities liable for committing a nuisance which results in injury to recreational participants?
5. What effect does the imposition of fees and charges have upon liability?
6. What degree and quality of supervision of recreation must be provided in order to escape liability for negligence?

The authors are concise. There are no wasted words. In one or two instances the book would have been improved by a more complete treatment of the subject under discussion. For example, on page 90 they tell us that "permission slips" signed by parents approving travel have little value, but what every recreation director would like to know is what liability he has if a child is injured en route to another playground to play in an inter-playground softball game when the team travels not as a unit under his supervision but as individuals, getting there the best way they can. Nothing is said about this.

The many excellent features of the book far overbalance its few weaknesses. Municipal authorities, recreation and school officials, and college personnel educating recreation leaders should find this study of great value.

HOWARD DANFORTH  
Florida State University  
Tallahassee, Fla.

*The Modern Reporter's Handbook*, by JOHN PAUL JONES. New York: Rinehart & Co., 1949. 430 pages, \$4.75.

Here is a fresh and vigorous survey of news reporting to help a publications adviser or a pupil groping for know-how in reporting.

A practical how-and-why manual useful for the school newspaper, it shows methods used by adult newsmen and women in gathering and writing facts. Readability, humanizing, and interpretation

are treated. And—perhaps uniquely—this handbook permits the working reporter to expand its content by filling into the book's pages such new policies and tricks-of-the-trade as he learns on the job.

It's a "must" item for either vocational-guidance or journalism-class reading lists.

JOSEPH C. CARTER  
Journalism Department  
Temple University

*Mathematics You Need*, by EUGENIE C. HAUSLE, BENJAMIN BRAVERMAN, HARRY EISNER, and MAX PETERS. New York: D. Van Nostrand Co., 1949. 376 pages, \$1.96.

This book is an attempt to provide mathematical experiences on the high-school level for those pupils whose formal training in mathematics would normally terminate at the end of the eighth grade.

It is illustrated with interesting pictures and diagrams which help the students to grasp the concept under discussion. The problems are down-to-earth ones which the pupil will be meeting for many years to come. The language is clear and can be readily understood by ninth graders.

Among the topics covered are: basic algebra,

fundamental geometric principles, elementary statistics, scale drawing, ratio, proportion, and social problems.

The social problems deserve special mention. They include consideration of such topics as the power of compound interest when applied to savings accounts, the savings banks, the various types of insurance, computation of benefits under the Federal Social Security Act, and the cost of borrowing money and purchasing on the instalment plan.

The book contains two additional chapters which may prove valuable to better-than-average students. Numerical trigonometry and applications of the Pythagorean theorem are carefully and skilfully developed.

GLENN S. POLLY  
High School  
Dobbs Ferry, N.Y.

*Personal Problems*, by JOHN B. GEISEL. Boston: Houghton Mifflin Co., 1949. 430 pages, \$2.72.

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BEATRICE T. RODENBURG  
John Muir College  
Pasadena, Cal.

*School Health Education*, by DELBERT OBERTEUFFER. New York: Harper & Bros., 1949. 405 pages, \$3.25.

This text describes the school health program with the emphasis that such a program has as a major objective the education of all who participate in or are influenced by it.

Part I presents the basic philosophy of the author in relation to the school health program. Considerable stress is given to health instruction in Part II, but a description of the problem-solving approach and the incidental process in health instruction are sparingly discussed. The latter portion of the book, Part III, is concerned with health services, special activities, and a limited consideration of environmental controls and of emergency care.

The information presented is current and sound. It provides a good general coverage of the various facets of school health with a selected bibliography at the end of each chapter. In order to cover the range of educational experiences in the school health program, the author stressed breadth rather than depth of each area. Thus, this book may have limited value as a source for intensive study of

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Video is in a way a rival of poor approaches to learning. The educational critics of movies, comics, radio, and television had best turn their attention to utilizing some of the effective techniques for arousing interest which are inherent in such presentations.—*Herbert A. Clark*, p. 260.

For the most part, the majority of people think that athletic publicity and advertising have as their main purpose the increasing of the "gate" and the exploitation of the individual participants. Perhaps this has been the truth in many cases—and it should be remedied.—*Kenneth G. Sullivan*, p. 271.

For most schools it is a try-and-try-again procedure to find a system of reporting class absence that takes a minimum of time for the class teacher and yet keeps the homeroom teacher aware of irregularity in class attendance. The plan outlined here seems to meet the problems in one situation. It does have loopholes which will be noted after the plan is described.—*Maggie A. Powell*, p. 274.

A vigorous, arresting audio-visual program may help to bolster the slacking prestige of foreign-language teaching in the United States.—*Charles W. Lavy*, p. 278.

The committee . . . will recommend that school librarians and children's librarians be trained, not in library schools, which has been the standard practice, but in teachers colleges.—*John Carr Duff*, p. 283.

We made up last summer one of the first [U. S.] student work-camp projects to Germany since V-E Day. For six weeks we shared our lives with the boys of Jacobi Gymnasium in Düsseldorf and helped clear their school of the bomb-rubble of war time.—*Arthur H. Brinton*, p. 286.

Indeed, international correspondence is one of the techniques which will enable us in the fields of English and social studies to push forward to where science is today: to an area that knows no limitations, no borders, no races, creeds, or colors.—*Tommie Barnes*, p. 290.

The newspapers were a mess, someone had drawn a snake around the sketches of stamen and pistil on the board, half the razor blades were on the floor, Phyllis was sulking because no one was interested in her fears, but my plan book called for separating a flower into its component parts, so separated must it be.—*M. Sandford Coombs*, p. 299.

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MOREY R. FIELDS  
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*Labor in America* (rev. ed.), by HAROLD U. FAULKNER and MARK STARR. New York: Harper & Bros., 1949. 338 pages, \$2.

*Labor in America* is more than the story of labor in America; it is an economic history as well. Labor's story is thus told in close relation to the economic factors that were responsible for the rise of organized labor.

The authors trace the history of labor from feudal days to the present. Since it is difficult to find references to early attempts at labor organization, the chapters dealing with labor in America prior to the Industrial Revolution are especially helpful. The last chapter, which describes labor in action today, is the high point of the book, giving a comprehensive picture of labor's policies in industry, on the political scene, and in the life of the community.

Unfortunately, in a book of this size many of the interesting details of labor's story must be omitted. Thus the romance and drama of the rise of labor unions is missing. The reader needs some previous acquaintance with the labor movement, as many technical terms—"yellow-dog" contract, jurisdictional strike, stretch-out, collective bargaining—are not defined.

Though one of the authors is identified with a labor union, the book is not pro-union. There is no hedging in discussing frankly the mistakes of the unions in their drive for better wages and working conditions. More emphasis, however, is given to the A.F. of L. than to the C.I.O. and the independent unions. *Labor in America* has much to contribute to high-school students of American history, American problems, economics and sociology.

MARTHA LEEDS, Assistant Supervisor  
Language Arts, Social Studies  
Cincinnati Public Schools  
Cincinnati, Ohio

*Bookkeeping and Accounting—Elementary Course*, by FAYETTE H. ELWELL, VACHEL E. BREIDENBAUGH, and ANGELINE G. LINS. Boston: Ginn and Co., 1949. 513 pages, \$2.76.

This book is an excellent text for the modern high-school bookkeeping class. It is designed primarily for a one-year terminal course in bookkeeping but can be used as the first year of a two-year sequence. It stands the test of detailed analysis. It un-

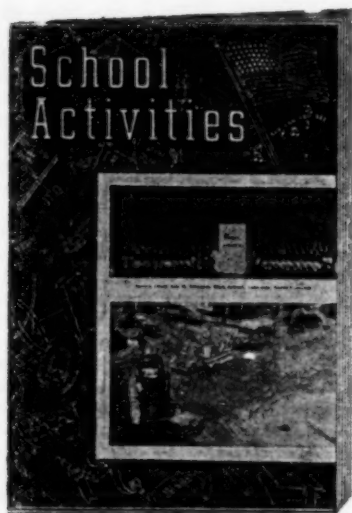
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*The World Through Literature*, by LUELLA B. COOK, WALTER LOBAN, OSCAR JAMES CAMPBELL, and RUTH M. STAUFFER. New York: Harcourt, Brace & Co., 1949. 754 pages, \$3.28.

I suspect that students who read *The World Through Literature* will begin early to apply for scholarships for foreign travel to make sure they can visit the lands made so attractive through the literary works set forth in this volume. Short stories, biographies, plays, essays, and poems of the East, of Scandinavia, of Latin America, and of modern Britain make up the first half of the book.

The warm emotional appeal of the material selected plus the romance of the unusual will appeal particularly to the twelfth-year student for whom the book is planned. The explanations introducing each of the areas represented and the editorial comment preceding individual selections prepare the student for fuller understanding and richer appreciation, as do the pertinent notes and the stimulating suggestions for study. The whole builds up subtly but nonetheless unmistakably the concept of the brotherhood of man.

Part Two of the book, "The British Heritage," presents selections from the great English writers from Chaucer to Browning. Here, too, the editing is sensitive to the needs of youth. Fortunate the student who receives this volume as a text!

GERALDINE SALTZBERG  
Chairman, English Department  
James Monroe High School  
New York City

## **Pamphlets Received**

*Guidance*, School District of South Orange and Maplewood, N.J., rev. ed., 1949. 23 pages.

*Our Changing Industrial Incentives*, by HARRY W. LAIDLER. New York: League for Industrial Democracy, 1949. 40 pages, 25¢.

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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Dumont, N.J.

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## SCHOOL NEWS DIGEST

(Continued from page 307)

who had volunteered to act as free baby sitters for voters. Another corps of volunteer drivers whisked the girls around town to their appointments until the polls closed.

**MAIL-ORDER DEGREES:** Until recently, you could purchase by mail, from a "college" in New York City, quite a variety of bachelor's, master's, and doctor's degrees for sums ranging from \$1 to \$75. The "institution," says Leonard Buden in the New York Times, is or was the Christian Theological College. The New York State Supreme Court has ordered the college to "show cause why it should not be enjoined from granting degrees to mail-order students." Apparently no study was involved in obtaining a degree from the college, and the only examination was that given the customer's check by the president. Five doctorate degrees were offered, including that of Ph.D. In past years, numerous degree-granting mail-order colleges have been in operation. Some charged as much as \$300 for a Ph.D. degree, and allowed customers to kid themselves into believing they had earned the degree by suggesting a modest course of study. If a customer's statement that he thought he had studied

enough was accompanied by payment, he got his doctorate. This is the Century of the Common Man—but he is going too far when he demands and gets a quick, cheap Ph.D.

**TOUR:** A group of 60 public-school executives will begin a 6-week tour of European countries on March 18, to "find out what is going on culturally, educationally, socially, and economically in Europe today and to learn of its implications for American education." The tour is being sponsored by the National Education Association, the American Association of School Administrators, Yale University, and Michigan State College. The 60 educators who make the trip, says Yale University News Bureau, "will be chosen competitively from throughout the nation." The news release doesn't mention the nature of the competition, so possibly you can't get in just by writing for an entrance blank.

**DISCOUNTS:** The Highland Park, Mich., local of the American Federation of Teachers has made arrangements with 40 stores whereby its members are allowed discounts of from 5 to 33½% on a variety of consumer commodities, including cars, luggage, musical instruments, clothing, books, and jewelry, reports *The American Teacher*. Local non-union teachers' associations could save money for their members in the same way.

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